

DOCUMENT RESUME

ED 359 358

CE 063 968

TITLE Incorporating Audio Support into English Composition
CAI for Adult Learners. Phase II Final Report.

INSTITUTION Applied Research Associates, Inc., Albuquerque, NM.;
Mid-Continent Regional Educational Lab., Aurora,
CO.

SPONS AGENCY Office of Vocational and Adult Education (ED),
Washington, DC.

PUB DATE 15 Sep 91

CONTRACT RS89072005

NOTE 108p.

PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS *Adult Basic Education; Audiotape Recordings;
Community Colleges; *Computer Assisted Instruction;
*Curriculum Development; Curriculum Evaluation;
Developmental Studies Programs; English Curriculum;
English Instruction; *Grammar; Individualized
Instruction; Instructional Materials; Integrated
Curriculum; Material Development; Pacing; Two Year
Colleges; *Writing Instruction; *Writing Skills

ABSTRACT

A research and development project focused on designing a basic English writing skills curriculum for adult basic education students and implementing that curriculum in a computer-assisted, audio-supported format. Materials were designed for MS-DOS computers and consumer grade audiotape players. The project involved developing 18 computer lessons on English grammar and mechanics, associated audiotapes, student activity sheets, and a user manual. These items were field tested with five students from the Community College of Denver (CCD) Developmental Studies Program and five clients of the Adult Learning Source (ALS), a community-based adult literacy program. The 18 lessons were then implemented at CCD with 42 students (23 completed), at ALS with 20 students (13 completed) and at the Family Literacy Center, an intergenerational literacy program in Denver, with 4 students. Pre- and posttest scores from CCD indicated that control group students (n=14) scored only slightly better after the usual course of instruction on English grammar and mechanics in the developmental English class, whereas experimental group students (n= 9) scored better on the posttest after completing the developmental English class and the computer-assisted lessons. Planning for Phase III included disseminating and marketing the program. (Appendixes include sample lesson worksheets, sample software guide, exit interview, and a flyer and catalog describing the product, "Write for Your Life," and pricing.) (YLB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED359358

*Incorporating Audio Support Into
English Composition CAI for Adult Learners*

PHASE II FINAL REPORT

Contract No. RS 89072005

September 15, 1991

Prepared For:

*U.S. Department of Education
Office of Vocational and Adult Education
330 C Street, S.W.
Washington, D.C. 20202*

Submitted By:

*Applied Research Associates, Inc.
4300 San Mateo Blvd. NE, Suite A-220
Albuquerque, New Mexico 87110*

and

*Mid-continent Laboratory, Inc.
2550 South Parker Road, Suite 500
Aurora, CO 80014*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

☐ Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

BEST COPY AVAILABLE

CE 063768

This project has been funded with federal funds from the Department of Education under Contract No. RS 89072005. The contents of this publication do not necessarily reflect the views or policies of the Department, nor does mention of organizations imply endorsement by the U.S. Government.

ABSTRACT

Department of Education, RFP Number 89-035, Contract No. RS 89072005

Topic Number 17: Innovative Use of Technology in Adult Literacy/Basic Skills Instruction

Project Title: Incorporating Audio Support Into English Composition CAI for Adult Learners

Submitted by: Applied Research Associates, Inc.
4300 San Mateo Blve. NE, Suite A-220
Albuquerque, NM. 87110

Mid-continent Laboratory, Inc.
2550 South Parker Road, Suite 500
Aurora, CO 80014

Principal Investigator: Linda Brannan, M.A., Program Associate

Technical Abstract: The research and development focused on designing a basic English writing skills curriculum for adult basic education students and implementing that curriculum in a computer-assisted, audio-supported format. Materials were designed for MS-DOS computers and consumer grade audio tape players. The effectiveness of this approach for low reading skill students was demonstrated in the Phase I project. The Phase II work involved developing 18 computer lessons and associated audio tapes, student activity sheets, and a user manual. These items were field tested with students from the Community College of Denver Developmental Studies Program and clients of the Adult Learning Source, a community-based adult literacy program and the Family Literacy Center, an intergenerational literacy program in Denver.

Key Words: instructional design, audiotape, computer-assisted instruction, English composition, writing skills, adult literacy, instructional strategies, basic skills.

Commercial Applications: The result of the Phase II effort was a curriculum in English grammar and mechanics for adult basic education students. The curriculum consists of 18 computer-assisted lessons with supporting audio tapes, student activity sheets, and a user manual. These materials have been field tested with adult basic education students in several different settings. Upon completion of development and field testing, the curriculum was placed with a publisher of materials for the adult basic education, workplace literacy and at-risk youth market. The material is now available for purchase directly from Educational Press of Baltimore, Maryland, or from one of its many authorized dealers and independent sales representatives.

TABLE OF CONTENTS

I. BACKGROUND.....	1
The Small Business Innovation Research Program.....	1
Overall Project Objectives.....	2
Phase I Results.....	3
II. OVERVIEW OF PHASE II PLAN.....	6
III. PHASE II ACTIVITIES AND ACCOMPLISHMENTS.....	9
IV. RESULTS OF RESEARCH AND DEVELOPMENT.....	21
In-house Testing.....	21
Field Testing.....	25
Results, Conclusions and Recommendations.....	34
V. OUTCOMES.....	45
Description of Product Developed.....	45
How The Project Might Be Used by Target Groups.....	46
Availability of Product.....	46
Contribution of SBIR Program to Product.....	48
Availability	
VI. PHASE III PLAN.....	49
Phase III Activities.....	49
Marketing Strategy.....	50
Services and Products to be Offered	53
Projected Success of the Product.....	54

I. BACKGROUND

The Small Business Innovation Research Program

The Small Business Innovation Research Program (SBIR) was established in order to provide eligible small businesses with opportunities to propose and develop new ideas that stimulate technological innovation in the private sector, strengthening the role of small business in meeting the research and development needs of the federal government, and increasing the commercial application of government-supported research results. The SBIR Program is a highly competitive, 3-phase process. Phase I focuses on demonstration of the scientific or technical merit of a concept or product and a demonstration of feasibility. Phase II, for which only successful Phase I contractors are eligible, focuses on full scale research and development of the concept or product and preliminary marketing activities. Phase III, which operates under nonfederal funding, focuses on marketing and dissemination. SBIR operates under Public Law 97-219, as amended, and the Small Business Administration's SBIR Policy Directive dated June 24, 1988. The SBIR Program has been established in eleven federal agencies.

Under the SBIR Program, the Department of Education (ED) reserves a percentage of its extramural research and development budgets to be awarded to small business concerns for research or research and development. The funding vehicle for ED's SBIR program in both Phase I and Phase II is contracts rather than grants or cooperative agreements. ED establishes priority areas, or topics for which proposals will be considered. In the FY 1991 program announcement, ED listed ten topics and five subtopics for which proposals would be considered. Eligible bidders include for-profit small businesses that employ no more than 500 employees. Phase I awards are for no more than \$30,000 and work must be completed within six months. Phase II awards are for no more than \$200,000 and

must be completed within two years. Phase I proposals are judged on a competitive basis first of all to ensure that they meet stated proposal requirements. Proposals meeting all requirements are then screened by experts in the topic areas to determine scientific and technical merit. Final awards are made based on consideration of these factors and other factors including possible duplication of other research and legislative restrictions on program funds. Phase II proposals are subject to a technical review process very similar to that of Phase I proposals.

Overall Project Objectives

The overall objective of this project was to develop, field test and market audio-supported instructional material in English composition for adult basic education (ABE) students. There is ample evidence in the education literature that students learn more effectively when material is presented through a variety of channels (e.g., visual, auditory, hands-on, etc.). Unfortunately, while there are many adults in need of basic instruction in practical writing skills, most of the self-paced computer materials currently available were originally designed for a younger audience, and therefore do not meet the needs of older students. This project was designed to address this gap in available materials for adult students. Phase I, which was conducted from September 15, 1988 to March 14, 1989, was funded at \$29,990. Phase I focused on developing and testing a prototype computer lesson and designing guidelines for development of the entire product. Phase II, which was conducted from August 15, 1989 to September 15, 1991, was funded at \$198,931. Phase II focused on full-scale development and testing of an 18-lesson set of English writing materials, diagnostic tests, and worksheets. Phase III is being undertaken in collaboration with Educational Press of Baltimore, Maryland. Educational Press publishes materials for job readiness, adult basic skills, and GED preparation. The product resulting from this effort will be marketed under the title Write for Your Life beginning in autumn of 1991.

Phase I Results

The Phase I research was conducted in order to test the feasibility and instructional effectiveness of augmenting English composition microcomputer courseware with an audio tape in order to support the learning needs of adult basic education students who have significant reading and English skill deficits. This research also was intended to support the development of guidelines for producing a complete curriculum in English composition for ABE students.

A major outcome of the Phase I project was the refinement of the description of the instructional content to be developed. English composition is a very broad and very process-oriented topic that includes both learning rules of proper English language construction and applying these rules to the act of writing. After discussion with teachers and content experts it was determined that the content of the computer-based instructional package should be a series of lessons that focus on the rules of English grammar to be used by adult students who are enrolled in English composition courses. The objectives of the Phase I effort were achieved through seven interrelated tasks: (1) conduct a literature and product review; (2) define curriculum content and organization; (3) select and develop a prototype; (4) conduct a field test; (5) analyze field test and production cost data; (6) develop guide-lines for producing the English composition curriculum; and (7) report findings to the Department of Education.

The overall approach to the Phase I project was to develop two versions of a prototype computer-based lesson on an English composition topic -- one version incorporating an interactive, computer-interfaceable audio tape (CAI+audio) and another computer-based version that did not include the audio tape (CAI). These two versions of the prototype lesson were tested with Community College of Denver (CCD) students who had low reading and English skills in order to determine which lesson structure resulted in greater increases in student scores on embedded tests.

Students participating in the study were selected from among the CCD new enrollees for the semester beginning in January 1989. They were selected on the basis of their performance on the College's pre-enrollment assessment testing. This pre-test focuses on assessing student skills in reading, English, study skills and mathematics. Based on test results, students' entry level skills were rated on a scale from one to five, with a score of one being the lowest possible score. Only students receiving a one or a two in reading and in English (writing) were eligible to participate in the field test.

The data obtained from the field test were encouraging in that the students receiving the CAI+audio lesson performed better than the CAI group. The reading level 2 students (moderately severe reading skill deficit) receiving the CAI+audio lesson performed best overall on the post-test, but their mean change score (post-test minus pre-test) was less than that of the reading level 1 students (severe reading skill deficit) in the CAI+audio group, indicating that students with the greatest skill deficits improved most. Taken together, the quantitative results indicate that audio support was generally beneficial to all low ability students tested, particularly for students with the lowest reading levels.

The small additional cost to the consumer for purchasing an audio tape deck and a good set of headphones seemed to be manageable in view of the potential benefits suggested by the field test. Therefore, added equipment costs were not considered to be a barrier to marketing. The project team realized early on that the way in which the English composition curriculum was to be developed would also greatly influence its marketability. In addition to format and content issues, modularity, low cost, configuration for use with commonly available hardware, and inclusion of appropriate user guides are some important issues that would need to be considered in developing materials that are readily marketable.

In view of these considerations then, it was determined that the English composition package should include 18-20 CAI tutorial lessons and associated audio tapes, each addressing a discrete topic, along with general and lesson-specific paper-based support materials. This configuration would allow the project team to create a very modular and flexible product, attend to the need for an integrated curriculum that focuses on basic skills instruction and remediation, and provide for other activities that promote skill transfer and generalization. A draft list of lesson topics was developed in Phase I. Final lesson topics were to be selected early in Phase II with the assistance of content experts. An analysis of prototype lesson production cost data collected throughout Phase I indicated that the development of the full curriculum was feasible within the funding guidelines of the Phase II solicitation. Based on the encouraging field test results, it was determined that the development of additional lessons in the English language composition curriculum should proceed in much the same manner as that for the Phase I prototype lesson, with only minor changes in the process.

composition package should include 18-20 CAI tutorial lessons and associated audio tapes, each addressing a discrete topic, along with general and lesson-specific paper-based support materials. This configuration would allow the project team to create a very modular and flexible product, attend to the need for an integrated curriculum that focuses on basic skills instruction and remediation, and provide for other activities that promote skill transfer and generalization. A draft list of lesson topics was developed in Phase I. Final lesson topics were to be selected early in Phase II with the assistance of content experts. An analysis of prototype lesson production cost data collected throughout Phase I indicated that the development of the full curriculum was feasible within the funding guidelines of the Phase II solicitation. Based on the encouraging field test results, it was determined that the development of additional lessons in the English language composition curriculum should proceed in much the same manner as that for the Phase I prototype lesson, with only minor changes in the process.

II. OVERVIEW OF PHASE II PLAN

The purpose of Phase II was to develop the 18-20 lesson curriculum in basic English composition using an audio-supported CAI format. These lessons were to be supported by student activity sheets and a teacher manual. The lessons and activity sheets were to be field-tested with students from a local community college and a community-based adult literacy program. After field testing and final revisions, the English composition curriculum would be placed with a publisher for marketing and distribution.

Originally, plans called for developing the audio support in such a way that a special hardware interface card would link the audio tape player to the computer so that the pacing of the tape would be automatically controlled by the pace of the computer presentation. However, it soon became clear that this approach posed two difficulties. First of all, the results of the Phase I field tests indicated that while some students seemed to benefit from the audio support, others objected to it and said that it was distracting. Therefore, it seemed to make sense to develop the computer lessons for use either with or without the audio support, depending on what the individual user preferred. Secondly, the interface devices for linking audio tape players to computers are manufactured and sold by third party vendors. Developing this product without more direct control over the availability and cost of the necessary hardware could possibly contribute to product availability problems in the future. Therefore, the project team decided that it would be better to develop the lessons and tapes in such a way that the lessons could be used with or without the tapes, and using the tapes would require no additional hardware beyond commonly available audio tape decks.

The six technical objectives and associated questions originally proposed for this Phase II project were:

- o To design an audio-supported computer-based instructional package that addresses rules of English composition for use by adult literacy students enrolled in English composition classes.
 - what specific topics should be included in the final lesson set?
 - what specific content relates to each of the chosen lesson topics?
 - what is the proper sequencing of subtopics and associated rules within each lesson
 - what are the specific requirements for tutorial, examples, practice, review, and remediation in each lesson?
 - what is the proper sequence of tutorial, examples, practice, review, and remediation in each lesson?
 - how much integrative instruction and practice is needed in each lesson topic?
 - what standards for development of lesson material are important to create a product that has a high market potential?
- o To produce this instructional package for use with PC-compatible computers and a commercially available audio cassette players.
- o To design and produce appropriate activity sheets and a user manual in order to support the computer-based instructional package.
 - what activities/strategies are appropriate for achieving the transfer and generalization of knowledge about English composition rules to a student's everyday writing activities?
 - what format and content issues must be addressed in the development of worksheets?
 - what format and content issues must be addressed in the development of the user manual?
 - what marketing issues must be addressed in the development of student worksheets and the user manual?
- o To design and conduct field tests of the instructional material as it is being developed.
 - is the material presented within each topic internally consistent and presented clearly?
 - are all materials being developed appropriate to the target population in terms of content, format, difficulty level, and pacing?
 - how can the computer-based lessons best be integrated with other classroom activities?

- what individualization issues need to be addressed in the implementation of the entire program?
- what is the cumulative effectiveness of the curriculum in terms of raising students' English composition skill levels?
- o To begin dissemination of information about the instructional material being developed so that interest and input from the potential user communities could be elicited and assessed.
 - how should Phase II information be disseminated?
 - who should receive information about the project and its expected product?
 - how can potential user feedback obtained from the dissemination effort be incorporated in the development of lessons?
 - how can Phase II dissemination contribute to Phase III marketing?
- o To place the finished product with a publisher so that it can be fully marketed and distributed to potential users.
 - how can publisher input during the development contribute to the ultimate marketability of the product in Phase III?
 - what long-term planning for marketing should take place in Phase II?
 - what marketing techniques are most appropriate for a product of this type?
 - what role should the developer play in Phase III marketing activities?

III. PHASE II ACTIVITIES AND ACCOMPLISHMENTS

The proposed Phase II effort was accomplished through a series of 15 interrelated tasks. The following is a discussion of each of these tasks.

Task 1. Meet With Publisher. Frequent contact with the proposed publisher was an important factor in ensuring the success of the product development in Phase II and product commercialization in Phase III. Periodic face-to-face meetings between the principal investigator and the publisher facilitated long-range planning, allowed for critical technical interchange, and helped promote the close communication necessary to the success of the effort. Four such meetings were conducted during the two-year project term at approximately six-month intervals. These meetings focused on several key topics, including:

- o review of project plans and schedules
- o specific planning for publisher-development staff interaction, including review and delivery cycles
- o discussions of key authorship guidelines considered important by publisher staff and how they would be incorporated in the ongoing development effort
- o planning for dissemination of project information to potential users of the finished product
- o planning for product marketing
- o technical progress and significant problems or opportunities encountered
- o publisher feedback on evolving material.

A fifth meeting will be held in October, 1991 and will focus on a detailed debriefing about the product and planning for ongoing marketing, dissemination, and development activities to take place in Phase III. We expect that additional periodic meetings between the developer and the publisher will take place as needed.

Project staff capitalized on the opportunity for in-person contact with the project officer afforded by these trips by including a Washington, DC leg to the trip to meet with the project officer and other key U.S. Department of Education staff. The purpose of these meetings was to provide briefings on the project and create opportunities for technical interchange between government adult basic education experts and project staff.

Task 2. Review Lesson Topics and Refine Draft Topics List.

Each of the 18 computer lessons developed focused on a discrete topic of English composition. Project staff conducted a thorough review of the appropriate content for each topic and appropriate instructional strategies. This review included a careful examination of several English composition textbooks, GED test preparation guides, and GED sample test items in order to define the relevant parameters, appropriate lesson objectives, rules, examples of rule application, and ideas for practice and testing related to each topic selected. The review also focused on an examination of teaching methods literature for English composition, and discussions with project consultants concerning their personal experiences in teaching these topics to low-reading adult learners.

One of the products of the Phase I effort was a draft list of potential lesson topics. This list was reviewed by the director of the writing center of CCD (the Phase I field test site) and it was determined that some of the identified topics were too complex to be addressed in a single lesson, while other topics were possibly not sufficiently defined to be considered as a lesson topic without further refinement and specification. Therefore, a critical initial task for the Phase II effort was a refinement of the lesson topic list so as to develop a one-to-one correspondence between topics and the number of lessons in the final product. This task was accomplished by project team staff

and two of the consultants (the director of the writing center and the coordinator of the English program) at the Community College of Denver. The eighteen lesson topics chosen for development were: parts of speech, kinds of verbs, singular and plural verbs, verb tense, active and passive voice verbs, singular and plural nouns, possessive nouns, pronouns, writing complete sentences, parallel structure, subject-verb agreement, conjunctions and clauses, adjectives and adverbs, prepositional phrases, verbal phrases, troublesome words, capitalization, and punctuation.

Task 3. Write Test Items.

The development of test items was begun very early in the project so that ample time was available for refinement of these items through field testing and revision. These test items were then incorporated into a diagnostic test for use by teachers or students. This instrument was designed specifically to allow teachers or students to assess students' knowledge of the English composition topics addressed in the proposed lesson set. Based on this assessment, students could choose to review only those lesson topics on which they scored poorly on the test. This is an important aspect of the individualization that is possible with the computer lessons developed in this project.

For each lesson topic, a 20-30 test item pool was developed. This pool was used to develop the diagnostic test and post-tests that were built into each lesson. These test items were developed by project staff based on the topic review conducted in Task 2. They were written in light of the specific objectives developed for each lesson and were pilot tested with students from the community college and literacy center field sites. Revisions were made as needed, and a computer-based test disk was produced. This test disk is divided into 18 separate sections, each corresponding to a lesson disk. At the end of each section of the test, the student is given a score for that part of the test and specific information about which parts of each lesson to review. A record-

keeping sheet was also developed to accompany the test disk so that students taking the tests for each lesson topic could record their scores and note which sections of each lesson they needed to be review, based on test results.

Task 4. Write Draft Lesson Storyboards.

A storyboard was written for each lesson to be developed. These storyboards specified the menu structure, instructional content, practice and test sequences, corresponding audio track, and branching routines required for the lesson presentation. Storyboards varied in length from 70 pages to 130 pages, with each page corresponding to a screen display in the final computer-based lesson. Initially, storyboards for a trial set of five lessons were written, reviewed, revised, and then developed incrementally as finished lessons. This initial set of lessons was field tested early in the project period so that any "lessons learned" could be applied to the development of the balance of the lesson set. Approaching the development in this incremental manner resulted in economies in the writing and review effort and cost for the remaining lessons in the set in that commonly occurring revisions and student criticisms from the field tests could be anticipated and avoided in succeeding lessons. This allowed for a more on-target lesson writing effort as well as reduced the amount of formative evaluation required for the balance of the lesson set.

Task 5. Review Draft Lesson Storyboards

Once draft lesson storyboards had been written, they were submitted to content specialists for review. The content specialists were asked to review the storyboards for technical accuracy and completeness, clarity, appropriateness of reading level, consistency of language, appropriate format, usefulness of reviews, examples and practices, and appropriate sequencing of topics. Additionally, publisher staff were asked to review selected storyboards in terms of clarity, appropriateness of reading level, and other user- and

marketing-specific issues necessary to the development of a commercializable product. Reviewer comments were incorporated into a final version of the storyboards. In cases where extensive revisions are suggested, the revised storyboards were reviewed.

Task 6. Derive Scripts From Revised Storyboards.

Once each lesson had been reviewed and a revised version of the storyboard developed, an audio script was written. This was accomplished by extracting the audio portion of the storyboard and converting it to standard script format (triple spaced, wide margins, no continuation of sentences from one page to the next, etc.). Writing lesson storyboards using a word processor greatly facilitated this task since the sections of the storyboard that represented the audio did not need to be retyped in script format. Rather, those paragraphs were simply copied from the word processing storyboard document to a new document representing the script. They were then reformatted to match the required script margins, line spacing, etc. As a final step, the audio script was compared paragraph-by-paragraph to the storyboard to ensure that all audio sections had been copied from the storyboard to the script. This procedure ensured complete concurrence between the storyboard and the script versions of the audio and greatly reduced the labor involved in generating a script. It was necessary to develop such high quality scripts to keep development costs under control since audio tapes are expensive to revise or re-record.

Task 7. Record Scripts.

Before any scripts were recorded, an actor was selected for the project. Selection were made on the basis of audition tapes. Key factors in the selection of the actor were clarity of speech, absence of any definite regional accent, and overall professional sound. Additionally, only non-union actors were considered because this eliminated the need to enter into agreements about residuals or

multiple uses of the tapes. The actor was to be paid by the script, and only for his time in rehearsal and recording. Charles Bennett, a local radio personality, was selected for the job. Mr. Bennett has an excellent voice and a very professional working style. Because of his high degree of professionalism, very few retakes were necessary in the recording studio.

After lesson scripts had been finalized, they were submitted to Mr. Bennett for review and rehearsal. Recording session dates and times were set in collaboration with Media Pros, a local professional recording studio. Because Media Pros was able to produce the prototype lesson tape developed in Phase I at a competitive cost and to a high degree of quality, they were selected for Phase II recording requirements. The audio production focused on creating tapes of high professional quality with great clarity and no background noise (e.g., page turning, traffic noise, loud breathing, etc). Recording equipment used was state of the art for the recording industry. A member of the project team was always present at all recording sessions in order to monitor the activities and confer with the actor on last-minute editing changes. Initial lesson recordings were made on reel-to-reel tape. These archive masters were then copied to cassette tapes for use by the project team. After the actual recordings were reviewed and approved by the project team, electronic tones were added to the tapes to signal when the student needed to advance to the next computer screen display in order to keep the tape and the computer presentation synchronized. When students needed more time to review the screen, they were advised by the narrator to turn the tape off.

Task 8. Create Computer-Based Versions of Lessons.

Once storyboards and scripts had been finalized, the next step in the development process was to create the computer screens and branching routines that make up the computer-based lesson presentation. The portion of the storyboard that deals with computer-screen displays served as the specification

for this activity. A special authoring software package developed by Selection Systems, Inc. was used to create the computer screen displays and branching. This authoring software is among the most sophisticated systems currently available for creating courseware in the MS-DOS environment. It is also relatively easy to use even by someone who is not a computer programmer. The screen displays created with this system were edited carefully and revisions were made as needed. Student and teacher comments from the field tests also contributed to final revisions of the lesson displays. Once the computer screen displays for each lesson had been created, they were submitted, along with the corresponding audio tape, to Educational Press for review.

A key aspect of the development of computer screen displays was the use of color as a visual organizer and attention getter. Throughout the formative reviews of the lessons, student input on effective use of color was obtained. Based on student comments, a color palette using black as the background, light grey as the major text color, and yellow, red and blue as accent colors was selected. As an example of how color was used in the screen displays, in the lesson about subject-verb agreement, the verbs are always presented in yellow and the subjects are always in blue. In all lessons, where a portion of a sentence is isolated and discussed in detail, the portion of the sentence being discussed is printed in a contrasting color. This use of color gives the users of the lesson one more way to identify key words and phrases on the computer screen. It also aids in focusing user attention on new and important information.

Task 9. Develop Activity Sheets to Accompany Lessons.

We expected that the computer- and audio-based lessons to be developed would be most effective when used as one of many different resource alternatives for meeting individual student skill development and learning needs. Therefore, it was very important that supplemental activity sheets be developed to help students establish linkages between what they were learning in the computer

lessons and what they would be learning in writing class. In general, this activity focused on identifying appropriate activities and exercises necessary to promote the transfer and generalization of specific English grammar skills from the computer-based lessons to the students' everyday writing. Four different kinds of worksheets were developed for each computer lesson: a review and note-taking guide, an error analysis guide, a writing activity worksheet and a speaking activity worksheet. In all, 72 different worksheets were developed. The speaking worksheets were considered especially important because while many developmental writing students succeed in learning to improve their writing skills, they often fail to incorporate those improved communication skills into their speech patterns. This can be especially critical when a student talks to a potential employer. Providing specific guided practice in using correct English in speech can be extremely useful in remediating this difficulty. Appendix A of this report includes a sample of the worksheets that were developed for this product. A complete set of worksheets can be purchased from Educational Press.

Task 10. Develop User Manual.

Because the product developed incorporates several different types of instructional material (computer, audio, paper) and users may want to install the lessons on a hard disk of a computer, it is essential that simple, complete guidance be given as to how to use the materials and perform the software installation. It is also important to provide users with overview information about lesson content and objectives and how to use the product with different kinds and sizes of groups (ABE students, GED students, individual students, small groups, etc.) In order to accomplish these goals, the project team designed two different kinds of user material: a brief user guide providing information about the entire product, and individual software guides to be included with each disk. The focus of these materials was on the most essential information for teachers and students to make the most effective use of the product. Appendix B contains

an example of the software guide that will be included with each disk.

Task 11. Field Test Lessons and Activity Sheets.

The materials developed were field tested and evaluated in two-phases: a formative and a summative evaluation phase. The formative evaluation focused on determining early on user responses to sample materials so that the development of succeeding materials could proceed. The summative evaluation focused on determining the effectiveness of the materials and implications for using the materials in different contexts and settings. Field tests were conducted with students in a developmental reading program at a community college and in a local literacy center. Followup studies of contextual issues were conducted in a correctional setting and in several small neighborhood literacy centers. Specific details of field test procedures and results are provided in section IV of this report. In addition to these field tests conducted under contract funding, the publisher is currently engaged in a final round of field review using his own team of reviewers and at his own expense.

Task 12. Revise Materials Per Field Tests.

Based on specific comments and criticisms obtained from the formative evaluation field tests of the lesson materials, revised versions of the initial set of five computer-based lessons were produced. Because an authoring system was used to develop the computer displays, revisions were relatively simple and inexpensive to make. The revisions made to these initial lessons were an important tool in informing the development of succeeding material, thus eliminating the need for major revisions to succeeding lessons. After student comments from field tests were incorporated, the lessons were reviewed in their entirety by publisher staff. A major focus of the publisher review at this point was adherence to stylistic conventions employed by the publisher in other material in the product line, and more effective use of graphics to sustain user

interest and give more visual appeal the computer screens. Publisher comments were given to project team staff, who then incorporated them into revised lesson disks, which were once again delivered to the publisher. As a final review, the publisher has arranged for an expert consultant of his choosing to review the lesson disks. Any comments coming from this final review will be submitted to the project team, who will incorporate them into final versions of lesson disks and tapes. Although this final round of revisions will take place after the Department of Education contract period has ended, an ongoing support agreement has been entered into by ARA and the publisher, allowing for continued maintenance and support of the product developed under ED funding. This agreement is a key part of the developer's Phase III commitment and demonstrates the level of importance given to this aspect of the project by ARA and the publisher.

Task 13. Dissemination of Information About Phase II Project.

Initially it was believed that a critical element of the development effort would be the active dissemination of information about the evolving product to researchers and practitioners in the field. It was hoped that this dissemination effort would serve two purposes: it would help to elicit useful input from others involved in adult basic education and it will alert program managers to the upcoming availability of a new resource. Unfortunately, while this is an appropriate model for dissemination of materials being developed for the public domain, it is not as appropriate for an effort to develop material that will be commercially marketed for a profit. Therefore, dissemination activities related to this product have been confined to publisher presentations at trade shows and "upcoming product" notices in publisher catalogs. However, these presentations and notices can help ABE program managers plan for the future acquisition of instructional resources with this particular product in mind, the overall goal of the dissemination effort to begin with. Now that the product is developed and is ready for distribution to buyers, a stepped-up dissemination effort will

begin, involving direct mail, exhibits at conferences and trade shows, advertisements in professional journals, dealer and manufacturer's representative networks, and personal contacts through other professional activities and associations. Related federal projects will be targeted to receive information about the product, especially the projects funded by the Office of Vocational and Adult Education of the U.S. Department of Education (e.g., National Adult Education Research and Adult Education for the Homeless programs). Local contacts in the adult literacy community, including the field test sites, will be asked to suggest contacts in similar programs in other states. Community college developmental studies programs in other states will be chosen to receive publisher catalogs as well.

Task 14. Deliver Master Copies of Material to Publisher.

After all the lessons in the curriculum had been developed, reviewed and tested as specified in the contract with the Department of Education, master copies of all disks and tapes were prepared and submitted to the publisher. Additionally, all worksheets have been submitted to the publisher as ASCII files on computer disks. After conferring with the publisher, it was determined that this was the most cost effective and easy to work with format in which to deliver the worksheets. The publisher was able then to retrieve the ASCII files into a desktop publishing system for final editing and formatting. Again, in reference to the publisher-funded field review that has been implemented in addition to the review and field testing spelled out in the contract, delivery of final duplicating masters of all materials will be delayed until all field reviewer comments have been received. One additional component of this final delivery, which also was not part of the Department of Education contract funding, will be specially designed computer programs, developed by project team staff, that will make it easier for the publisher to copy and produce computer media for sale, using staff who have little or no knowledge of MS-DOS. One set of computer programs will allow the publisher to easily make copies of computer disks in a

variety of disk formats. Another computer program will enable the publisher to make multiple copies of the diagnostic test disk, which without the help of this computer program is a tedious and time-consuming task.

Task 15. Write Reports.

Quarterly reports were submitted as specified in the contract. These reports described activities planned for the reporting period, actual accomplishments, activities planned for the next reporting period, and any problems encountered. Although not called for in the contract, an updated workplan for year 2 was submitted at the end of year 1. This work plan was not significantly different from that originally proposed for year 2. This final report is the last required report under the contract.

IV. RESULTS OF RESEARCH AND DEVELOPMENT

All computer, audio tape and print products developed under this contract were extensively tested and evaluated by individuals selected from target user groups. Testing was divided into two phases, formative and summative. The formative testing focused on student testing of the test item pool developed in task 3 and an ongoing review and evaluation of computer lessons and printed worksheets as they were being developed. Summative evaluation focused on assessing product effectiveness and identifying contextual issues important for product marketing and user implementation. The following is a description of the formative and summative evaluation activities undertaken and results obtained from each.

Formative Evaluation Phase.

The overall objective during this phase was to ensure that all materials being developed were appropriate to the target population in terms of (a) content, (b) format, (c) difficulty level, and (d) pacing. These objectives were achieved through a review of test items, computer lessons and other materials by subject matter experts, publisher staff, and selected students from the community college and literacy center field test sites. Consultants from CCD and the publisher were involved in the review of content objectives, lesson structure and topic designs, as well as all test items developed over content objectives for inclusion in the various tests developed. This included a review of content outlines developed early in the project as well as actual lesson storyboards and computer lesson presentations. Since the 18 lessons to be developed all had the same basic format and structure, varying only in their content, and content validity was determined through expert panel review, it was not necessary that all lessons be subjected to one-on-one student tryouts during the formative evaluation phase. It was thought to be desirable, however, that some number of

9

students review a selected sample of lessons in order to obtain comments on format, presentation techniques, pacing, ease of use, clarity of information, adequacy of explanations and practice, etc. To achieve these objectives, staged lesson tryouts were conducted with a selected group of five students from the Community College of Denver developmental English class and from the Adult Learning Source.

Test item evaluation. The pool of test items which were developed and reviewed in Task 5 were field tested with 25 students from each field site. The results of this field test were examined in order to identify those items in need of revision. First of all, test items that were unclear or contradictory were eliminated. Then test items that were too easy or too difficult were eliminated. In general, if more than two thirds of the people reviewing the test items completed an item correctly, it was considered to be too easy and was eliminated. Furthermore, if fewer than one-fifth of the people completed an item correctly, it was considered to be too difficult and therefore was eliminated. The result of this test item evaluation was a pool of test items for each lesson topic from which diagnostic tests, lesson practices and lesson tests could be constructed.

Staged lesson tryout. The first five lessons developed out of the pool of 18 lessons were those that represented a range of topic complexity, length, number of rules, and potential difficulty level. As each of these lessons was developed, 10 students, five from each of the two field test sites, were asked to review the lessons and their supporting materials. Five students from the Community College of Denver field site reviewed the five lessons. Revisions were made to these lessons per student comments, and then the five lessons were re-tested with five students from the Adult Learning Source field site. Originally plans called for a larger group of students to review individual lessons, but after conferring with the field site coordinator, it was determined that better information about the lessons would be obtained if fewer students were selected who would review all lessons. This was borne out by actual student comments

about lessons. For example, after reviewing the first lesson, four of the five students suggested that a different choice of text and background color would make the screens easier to read over a longer period of time. Several sample color schemes were designed by the project team and reviewed by the students. A different set of background, foreground, and accent colors was then selected and implemented. Reviews of subsequent lessons by that same group of students contributed to the refinement of the color palette until by the fifth lesson, all five students agreed that the color choices worked well as visual organizers and were easy to read over a longer period of time.

Information gathered from students during the tryouts included pre- and post-test scores, time per lesson, and exit interview information as to students' perceptions of lesson difficulty, interest, and usefulness. A copy of the exit interview form is included as Appendix C. Since the goal of this formative lesson review was on lesson presentation issues and not on instructional effectiveness per se, pre- and post-test scores obtained in the tryouts were used only to gain a general feeling for students' existing knowledge about the lesson topics. The five lessons in this initial pilot set were developed and individually tested so that information obtained from trying out the first lesson could aid the development of lesson two, and so on. Comments from the individual tryout lessons was examined in terms of whether unique information was still being obtained after the fifth lesson had been developed and tested. By the time students had finished reviewing the fifth lesson in this initial set, enough had been learned about lesson design for the project team to proceed with development of the remaining 13 lessons without further formative review by students.

The exit interview forms were very useful tools in obtaining information from students about the lessons being reviewed. In general, student comments on the exit interview forms revealed the following information:

- o Lessons of approximately 70-80 screen displays were a comfortable length. Longer lessons would need to be designed so that students could take only part of the lesson at a time. To address this

comment, each lesson was subsequently equipped with an internal menu that allows students to review a single lesson in multiple sessions by selecting from the menu those parts of the lesson not yet reviewed.

- o Some color combinations for background and text worked better than others and contributed less to eye fatigue. Several test color palettes were designed and tested with students. A final color palette was selected that in the opinion of the students was both attention-getting and easy on the eye.
- o Students found the computer presentations of the lesson topics more motivational than the same topics presented in textbook or lecture form.
- o In general the vocabulary used in the lessons was at the appropriate level.
- o A short practice after six to ten screens of highly focused instruction was better than longer, less narrowly focused instructional sequences followed by longer, combined practices. Subsequent lessons were designed with shorter, very narrowly defined instructional sequences followed by short, highly focused practices.
- o While useful in terms of self-diagnosis of problems with specific topics, pre-tests built into lessons before the related instructional sequences were very discouraging for students, who typically preferred to see the instruction first and then respond to a few test questions. This would suggest that these particular students have not learned to value the diagnostic features of pre-tests. In subsequent lessons the subtopic pre-tests were eliminated, and instruction was provided on the subtopic, followed by a short test over the subtopic.
- o Students need to be reminded of the active control keys on each screen. A set of key icons was designed and implemented in all lessons that tell the student which keys are active at any point in the lesson.
- o In general, instructions for responding to practice and test items were self-explanatory. However, some clarification was needed about how to actually register answers. The necessary clarifications were implemented in all lessons.
- o The worksheets were generally useful in helping students remember lesson material. However, teachers commented that the lesson review guide, which originally contained prompting questions, looked too much like a test. The teachers observed that students tended to focus more on trying to respond to the questions rather than paying attention to the computer lesson itself. The lesson review guide was revised to eliminate the questions and to simply provide adequate space for students to take their own notes.
- o The speaking worksheets were more difficult for students to use because of their reluctance to display their "ignorance" to one another. Suggestions for less threatening ways of using the speaking worksheets have been provided in the teacher guide.

In summary, the information gained through formative evaluation of the products under development greatly contributed to appropriate revision and

refinement of the evolving material and allowed the project team to move on to a summative evaluation phase that would focus on issues related to overall effectiveness and implementation in different settings and contexts.

Summative evaluation phase.

The primary objectives of this phase were to ascertain (a) how the computer-based lessons can best be integrated into the normal classroom activities, (b) what individualization issues need to be addressed in the implementation of the entire program, (c) what contextual issues need to be considered by potential users in determining whether the product is appropriate for their particular physical classroom setting, and (d) how does the Write for Your Life program compare in effectiveness to other methods of delivering this kind of instruction.

Summative Evaluation Sites. The entire curriculum of 18 lessons plus the worksheets were implemented in three quite different settings: a large community-based literacy center with excellent facilities and computer resources, an intergenerational literacy center with less-than-adequate facilities and resources, and a developmental studies (remedial English) program at a local community college. Additionally, field testing was attempted in a correctional setting and two neighborhood literacy programs. For various reasons that will be explained later in this section, these latter attempts at field testing were somewhat unsuccessful. However, the experience gained in these settings was highly informative in regard to contextual issues that must be considered when implementing technology-based instruction.

The Adult Learning Source. The Adult Learning Source (ALS) Osage Street program is a large and relatively well-equipped literacy center located in an inner-city neighborhood near downtown Denver. Osage is located in a restored old industrial building. It has space for a classroom, computer laboratory, day-care

center and administrative offices. The classroom is fairly well-equipped with books and other materials, and the computer laboratory contains approximately six PC-compatible computers plus a PALS system. In addition to Osage, ALS operates a varying number (depending on available funding) of neighborhood literacy centers throughout the city of Denver. These neighborhood centers typically are housed in church basements, community buildings, and other similar settings. Additionally, ALS operates an intergenerational literacy program which is housed on the Clayton College Campus, and a correctional education program at the Denver County jail. ALS centers are operated using a combination of funding from various federal programs, including Adult Education Act funding, and state, foundation, and private sources of funding. In-kind contributions of space and equipment, along with volunteer tutors, round out the support ALS receives for its programs.

Final field testing at the Adult Learning Source was begun in March, 1991. Students participating in the field tests were selected from GED and pre-GED classes meeting regularly at the center. These students were approximately an even mix of males and females, ranging in age from 25 - 50. Most were residents of the nearby Lincoln Park Housing Project or the surrounding inner-city neighborhood. The majority of students identified English as their first language, although there were four members of the group who listed Spanish as their first language. However, after some questioning it became clear that while Spanish was the first language they learned, English had subsequently become their primary language for communication. While there was some attrition from the group over the course of this time period, the group remained relatively stable. Between March and June of 1991, 10 students used the lesson disks, tapes and worksheets. A second class of 10 students began using the lessons and accompanying material in June and completed the field test in August. Students were administered pre- and post-tests, took the computer lessons, and completed the worksheets. The students participating in the field tests were also asked to complete evaluation forms at the end of the project. Results of the Osage

Center field testing are discussed later in this report.

Family Literacy Center. The Family Literacy Center is an inter-generational literacy center operated by the Adult Learning Source. It operates out of contributed space on the Clayton College Campus in northeast Denver. Clayton College has operated over the past 100 years as an orphanage, a day school for disadvantaged boys, and a residential child care facility. The buildings on the Clayton campus are old and many are in a state of disrepair. In spite of these limitations, space on the Clayton Campus is often at a premium, primarily because of Clayton's location close to many of Denver's poorer neighborhoods, and because of its commitment to make its space available to various educational programs serving Denver's disadvantaged populations. In addition to Clayton's own programs and the Family Literacy Center, Child Opportunity, a large local Head Start contractor operates out of space on the Clayton Campus. At the time the field test of the English composition software was begun at the Family Literacy Center, the Center was in the process of being moved out of its current space into another building in order to make room for yet another program. In terms of classroom resources, printed instructional materials are barely adequate. One computer with a color monitor was available for use in another part of the building, making it necessary for a tutor or the classroom coordinator to accompany students to the room where the computer is located and remain there while the student used the computer. It was into this fairly chaotic but relatively typical setting that this part of the field test took place.

The population served at the Family Literacy Center is comprised of mostly African American females who range in age from 25 - 40. Most of these clients are single parents with small children, and dependent on public assistance. Attendance of these clients is typically sporadic because of frequent problems with transportation, sick children, and so forth. These clients represent what could be described as a very hard-core welfare population, experiencing many of

the conditions that conspire to keep under-educated women with dependent children from escaping the welfare rolls.

The Family Literacy Center was selected as a field test site for this project because it offered the opportunity to observe how the material being developed could be used in an intergenerational literacy program. Furthermore, the Center operates under a chronic shortage of tutors. This provided a good opportunity to explore the question of how well the computer lessons could function as an extension of tutoring staff in a literacy center. In this setting a very focused approach to using the lessons (i.e., students would use only selected lessons to support their preparation for the GED writing test) could be implemented. Furthermore, the Center represented yet another kind of setting in terms of the population being served, availability of computers, classroom space and security considerations, student transience, etc. Finally, the structure of this field test was left up to the staff at the Family Literacy Center. That is, the lesson material was delivered to the center, the classroom coordinator and one of the tutors were given a brief orientation, and then they were asked to go ahead and use the material in any way they thought would be useful to the students. Thus, we expect that this particular field test site most closely approximates the actual conditions under which the Write for Your Life Program would be used in literacy program settings.

Community College Developmental Studies Program. As in the Phase I project, the Division of Developmental Studies of the Community College of Denver served as a field test site. CCD provides a 2-year program in a wide range of academic and technical fields for Denver-area students. These students range from just out of high school to those returning to college for job upgrading. CCD has an open enrollment policy. That is, no one is excluded from enrollment based on previous academic achievement or lack of a high school diploma. The Division of Developmental Studies provides classrooms, workshops, and services designed to aid students who wish to strengthen their learning skills and improve

on basic skills necessary for them to effectively participate in college level coursework. In addition to regular courses, Developmental Studies provides a number of special services, including the Learning Development Center, which provides instructional materials and staff to help students with special needs; the Special Learning Support Program, which helps individuals with learning disabilities; the GED program; and the English as a Second Language Program.

Participants in the field tests at CCD were selected from two developmental English classes. Students are assigned to these classes on the basis of their scores on the CCD enrollment assessment test. Those scoring low or very low (level 2 or 3) on the reading and writing portions of this assessment must first pass the developmental English course before they can enroll in first year writing classes. The participants in the field tests were predominantly women in the 25 - 40 age range. The writing classes met two hours at a time three times a week.

The purpose of these developmental English classes was to actively engage students in the writing process, and to teach English grammar and mechanics conventions through the students' writing experiences. The main thrust of in-class activities was to write and revise at least four compositions over the course of the summer. Based on student writing samples, the course teachers are able to diagnose specific grammar and mechanics weaknesses for individual students and provide additional instruction and practice in these areas. This added instruction and practice was delivered either in small group sessions in class, or in outside class time in the writing center, where a tutor would work with students and provide added instructional resources as needed.

At the community college field test site, we were able to employ an experimental and control group design to determine what differences in performance would occur between students enrolled in the developmental English class as currently taught, and a similar class with access to the computer

laboratory and the Write for Your Life lessons and tapes as an added instructional resource.

Denver County Jail Literacy Program. Plans originally called for placing a set of the Write for Your Life lessons and accompanying material in the literacy center operated in the prison library of the Denver County Jail. The literacy center had applied for an equipment grant that would have made at least one MS-DOS computer available for use by inmates. However, this equipment grant was delayed, and so no equipment was available. Time did not permit the project team to obtain permission from prison administration to place a rental computer in the prison library for use with the Write for Your Life program. However, the experience working with this site was valuable in identifying some of the conditions and constraints that must be considered by literacy program planners when selecting material for correctional facility education programs. That information is included in the "Results, Conclusions and Recommendations" section of this report.

Neighborhood Literacy Centers. Initial plans called for placing the lesson disks, tapes and worksheets in two neighborhood literacy centers to get a general idea about how they would actually be used if they were available in such settings. One of the targeted literacy centers operates out of the basement of People's Presbyterian Church, in north Denver. Classes meet once a week on Tuesday morning. Normal attendance is around 35, with summer attendance somewhat lower. The population at this center is mostly African American and older (30 and over) than at the other field sites. The church has a strong influence on the clients of this program, and many profess to want to learn to read better so they can read the Bible. There seems to be less interest in other goals, such as passing the GED test. The center is staffed mainly by volunteers, with a part-time secretarial person and one part-time paid teacher who circulates among several neighborhood centers. The center has one Apple IIc computer which is used mainly for word processing. The program shares space with other church

programs, and so for security reasons all literacy center resources must be locked up in a small closet between classes.

A literacy program operated out of All Saints Catholic Church in northwest Denver was the other neighborhood program site originally selected to receive the Write for Your Life program. Like People's, All Saints operates out of a church basement and shares space with many other programs and activities. Most of the staff are volunteers, again with one part-time paid teacher and one part-time secretary. The population in this center is different from People's in that there is more of a balanced age range (25 - 50), and there is a mix of anglos, Hispanics, Asian Americans, and African Americans. The Asian American population at this center is fairly large and most of them are only beginning to learn English. At one time, Amnesty was a significant part of the All Saints program, but due to funding cuts this program component was being phased out. Again, because All Saints shares space with many other programs, security over program materials and equipment is a serious concern and greatly limits the ability of the program coordinators to set up actual classrooms and computer laboratories. The center does have one laptop computer, which is locked in a filing cabinet between classes.

Because of the equipment security problems and space limitations presented by these neighborhood literacy centers, the project team decided that it would not be wise to rent an IBM compatible computer and monitor for use in field tests. Because effectiveness data was being collected at the CCD and ALS Osage sites, it was more important to obtain information about implementation issues from the People's and All Saints sites. These implementation issues are discussed later in this report in "Results, Conclusions and Recommendations."

Research design. This discussion of research design applies only to the ALS Osage Center and CCD field test sites. Originally a total of 50 students, 25 per field test site, were to be used in the summative evaluation at these

sites. Forty-two students from CCD began the project (20 in the experimental group and 22 in the control group). Twenty-three actually completed. This attrition rate is fairly typical for developmental studies students over the summer months. At the ALS Osage Center, 20 students began the field tests and 13 finished. This attrition rate was slightly higher than expected.

Skill improvement at both field sites was assessed by a pre-test/post-test design. Implementation and individualization issues were assessed by structured interviews with teachers at the two field sites, as well as assessments of student attitudes toward the program upon completion of the field test. Measures of student attitude were designed to assess students' perceptions of lesson relevance, usefulness, difficulty, interest, reactions to the technology- and print-based curriculum components, and interest in continuing to use the lessons. Teacher interviews focused on overall teacher reactions to the program, implementation problems and issues that arose, and their suggestions for future implementation and individualization of the computer-based program.

The students in the developmental English classes at CCD were assigned to the class based on low scores (1-2) on the CCD assessment test. Students were randomly assigned to the two classes participating in the field tests. The following are the College's definitions for these scoring levels.

o Reading

- Level 1. Student functioning below the level of literacy; extreme difficulty reading textbooks; comprehension minimal; possible first or second language problem.
- Level 2. Student functioning at basic literacy level; will have difficulty with most written material including newspaper; easily frustrated.

o English

- Level 1. Student may be a poor speller and may lack correct/ability to produce simple sentence structures; correlates highly with Level 1 in reading.
- Level 2. Student needs at least a review of basic sentence structure, basic usage, and grammar; displays frustration in writing unified paragraphs.

The CCD computer laboratory used for this project is located in the Learning Development Center and consists of a large room equipped with over twenty different computers (MS-DOS and Macintosh). The computers are on tables, not carrels. Because this room is often used by a large number of students at a time, it can be rather noisy.

Students participating in the experimental section of the study were first administered the pre-test over all lesson topics. Their scores were recorded for future reference. Based on pre-test results, students then selected and those computer lessons and worksheets addressing topics that caused them the most difficulty on the pre-test. In addition to attending regular developmental English classes, students came in on their own time during specific time periods set aside for this project to review the computer lessons. After students had taken the lessons, they took the post-test. Again, post-test scores were recorded. A graduate research assistant monitored the tests and remained in the computer laboratory during the time periods set aside for these students in order to answer questions, etc.

Students participating in the control group part of the study were first administered the pre-test over all lesson topics. They then completed the normal course of study in the developmental English class. Those with specifically identified problems in English grammar and mechanics were sent to the writing center for one-on-one instruction with a tutor. Other printed resources were also provided as needed to help students improve these skills. After students had completed the developmental English course, they took the post-test.

At the ALS Osage Center, pre-GED and GED students took the pre-test and then reviewed the computer lessons and worksheets. They also attended their regular literacy classes. After completing the lessons and worksheets the students took the post-test. This activity took place both during the students' regular classroom time and independently during off-hours.

Results, Conclusions and Recommendations

In terms of results, the issue of how Write for Your Life compares in effectiveness to other methods of delivering this kind of instructional content will be discussed first. This discussion focuses primarily on the results obtained from the CCD experimental and control groups, since there were no control group conditions set up at the other sites. This discussion of student outcome improvement focuses only on descriptive statistics, since the small size of the groups makes more detailed statistical analysis difficult and not very informative. The analysis of qualitative data for Phase II focuses specifically on the differences in test scores from the pre-test to the post-test (change scores) between the experimental and control groups. The decision to focus the analysis on this specific area was based on the fact that in Phase I, student performance data were analyzed in terms of age, gender, reading level, and whether the lesson was or was not accompanied by an audio tape. However, the Phase I experimental design and analyses did not offer the opportunity to examine what differences might occur in student performance based on whether the students took the Write for Your Life lessons or relied on other types of resources for remediation of basic skill deficits in English grammar and mechanics. In Phase I of this project, the experimental group received a Write for Your Life lesson with audio support. The control group received the same lesson but with no audio support. Student results were examined from a variety of perspectives. Both quantitative and qualitative data for 49 students in participating in the Phase I field testing were collected, including data on student performance on pre- and post-tests, and student gender, age, race, reading and writing levels. Qualitative information was also collected through observations of students as they completed the lesson and via the exit interview. Means, standard deviations and percent correct for pre- and post-test scores and change scores were calculated by treatment group. A t-test of pre-test scores showed no significant differences between the experimental and control groups in Phase I. A two-way ANOVA using treatment and reading level as independent variables conducted on

these data revealed no significant differences as a function of either variable ($F_{1,45} = 2.07$, $F_{1,45} = .09$). Interaction was also not significant ($F_{1,45} = .61$). A regression analysis on the variables of age, sex, ethnic group, treatment group, and reading level was not informative in accounting for the overall effects suggested by the data. Correlation coefficients were computed for age, sex and change scores. The results showed no significant relationship between age and change scores (.104) or gender and change score (.035).

Phase II student outcome data are shown in Tables 1 - 4. Table 1 shows CCD control group change scores (change in score from pre-test to post-test). The range of change scores over all pre- and post-tests is from -16 to +10. Average individual subject change scores over all topics range from -.61 to 3.83. The average change from pre-test score to post-test score for all students and all lessons is 1.6. The largest overall improvement was in "Parts of Speech," (3.1) while the least improvement was shown in "Pronouns" (.64). These change scores indicate that by and large students scored only slightly better on the post-test after having received the usual course of instruction on English grammar and mechanics in the developmental English class.

Table 2 shows CCD experimental group change scores (change in score from pre-test to post-test). The range of change scores over all pre- and post-tests is from -5 to +15. Average individual subject change scores over all topics range from 1.33 to 5.06. The average change from pre-test score to post-test score for all students and all lessons is 2.85. The largest overall improvement was again in "Parts of Speech" (6.9) while the smallest gains were in "Singular and Plural Verbs" and "Troublesome Words" (.89 each). These change scores indicate that by and large students scored better on the post-test after completing the developmental English course and using the Write for Your Life lessons as a resource in addressing basic skill deficits in English grammar and mechanics. Again, because of the small number of subjects, more detailed statistical analysis has not been conducted on these results.

Table 1
Change Scores From Pre-Test To Post-Test For
CCD Control Group

Subjects/Change Scores															
Lessons	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Avg.
Parts of Speech	0	7	0	2	5	6	3	3	2	5	5	12	-1	-5	3.10
Kinds of Verbs	-16	10	3	0	3	6	0	-3	0	10	-1	11	1	-5	1.36
Singular-Plural Verbs	5	1	0	-1	3	9	-1	8	1	2	0	1	1	-7	1.57
Verb Tenses	1	5	1	1	5	0	1	1	0	4	1	5	0	2	1.92
Active-Passive Voices	6	1	5	-1	6	0	3	5	0	0	1	5	0	-1	2.10
Singular-Plural Nouns	1	2	2	1	4	2	2	1	0	1	1	3	-1	1	1.40
Pronouns	-2	2	-1	0	5	0	1	-2	-1	1	3	1	3	-1	.64
Possessive Nouns	6	1	0	1	2	0	1	8	5	4	1	4	3	-3	2.36
Complete Sentences	5	5	1	1	2	-2	13	0	2	-1	0	4	-4	2	2.00
Conjunctions	-4	9	-2	3	3	3	0	5	1	1	-1	4	-2	1	1.50
Parallel Structure	-1	2	4	0	0	0	0	1	1	1	0	2	4	-1	.92
Subject-Verb Agreement	-1	1	-1	0	2	2	1	2	-1	1	2	0	4	-1	.78
Adjectives and Adverbs	-1	1	1	0	5	2	2	-1	0	0	1	0	-1	0	.64
Prepositional Phrases	1	1	0	0	5	0	2	2	3	4	1	2	3	0	1.71
Verbal Phrases	-1	0	2	1	5	2	0	-1	1	5	2	1	-1	2	1.28
Troublesome Words	6	0	2	-1	0	-3	0	5	2	0	3	3	0	4	1.50
Capitalization	0	2	3	0	5	0	-1	0	3	-1	0	5	0	1	1.21
Punctuation	-3	0	4	1	5	2	0	0	1	3	-2	6	0	0	1.21
Average Change	.11	2.78	1.33	.44	3.61	1.61	1.5	1.89	1.11	2.22	.94	3.83	.5	-.61	1.60

Table 2
Change Scores From Pre-Test to Post-Test For
CCD Experimental Group

Subjects/Change Scores

Lessons	1	2	3	4	5	6	7	8	9	Avg.
Parts of Speech	4	6	10	10	7	5	11	6	3	6.90
Kinds of Verbs	1	6	6	13	8	8	9	2	1	6.00
Singular-Plural Verbs	2	0	2	1	0	2	1	-1	1	.89
Verb Tenses	0	-1	15	10	6	1	2	7	6	5.10
Active-Passive Voice	0	8	7	2	2	6	5	-1	3	3.60
Singular-Plural Nouns	2	1	0	1	2	0	3	1	3	1.40
Pronouns	2	3	5	1	1	0	4	0	0	1.78
Possessive Nouns	2	4	12	1	3	9	8	5	4	5.30
Complete Sentences	1	1	9	0	0	7	4	4	-1	2.78
Conjunctions	0	4	1	5	2	-5	2	5	2	1.78
Parallel Structure	1	0	0	0	0	2	4	3	1	1.20
Subject-Verb Agreement	2	-2	5	1	3	2	0	4	2	1.89
Adjectives and Adverbs	3	1	2	1	0	0	-1	1	4	1.20
Prepositional Phrases	0	3	2	0	2	-3	4	2	4	1.50
Verbal Phrases	0	5	2	3	2	5	4	4	0	2.78
Troublesome Words	1	1	-3	0	-2	6	-1	1	5	.89
Capitalization	2	0	12	1	4	2	1	2	4	3.10
Punctuation	1	4	4	0	1	0	6	7	6	3.20
Average Change	1.33	2.44	5.06	2.78	2.28	2.61	3.67	2.89	2.67	2.85

Table 3
Change Scores For Spring Semester Group Of
ALS Students

Subjects/Change Scores

Lessons	1	2	3	4*	5	6	7	Avg.
Parts of Speech *	-	-	-	-	-	-	-	
Singular-Plural Verbs	8	5	-1	5	-*	3	11	5.20
Kinds of Verbs	0	3	-5	6	-*	0	5	1.50
Verb Tenses	2	15	8	12	-*	4	12	8.80
Active and Passive Voice	0	2	5	7	-*	0	7	3.50
Singular-Plural Nouns *	0	1	1	0	0	-1	4	.83
Possessive Nouns *	-	-	-	-	-	-	-	
Pronouns	0	4	1	8	4	7	1	3.80
Complete Sentences *	-	-	-	-	-	-	-	
Parallel Structure	-1	0	4	7	-1	1	1	1.60
Subject-Verb Agreement	-2	-3	0	8	-2	1	3	.71
Conjunctions	8	9	6	0	0	0	-1	3.14
Adjectives and Adverbs	-1	4	1	3	2	4	1	1.71
Prepositions	1	-2	-1	8	4	2	-2	1.43
Verbals	8	-3	1	13	6	4	7	5.14
Troublesome Words	0	0	-2	7	0	0	0	.71
Capitalization	3	5	-2	12	1	2	1	3.14
Punctuation	1	-1	7	7	1	1	0	2.30
Average Change	1.8	2.6	1.53	6.87	1.36	1.87	3.33	2.90

* went through lessons with tutor

Table 4
Change Scores For Summer Semester Group Of
ALS Students

Subjects/Change Scores							
Lessons	1	2	3	4	5	6	Avg.
Parts of Speech	4	6	6	6	-3	7	4.30
Kinds of Verbs	12	-3	7	8	4	14	7.00
Singular-Plural Verbs	9	-2	7	13	-1	-3	3.80
Verb Tenses	37	-1	14	8	2	-6	9.00
Active-Passive Voice	-2	1	9	1	2	-3	1.33
Singular-Plural Nouns	3	0	12	13	6	0	5.60
Pronouns	2	1	1	3	4	2	2.16
Possessive Nouns	5	2	4	7	10	-1	4.50
Complete Sentences	8	10	12	15	0	-3	7.00
Conjunctions	9	-3	9	11	6	-15	2.80
Parallel Structure	0	-2	14	7	2	-3	3.00
Subject-Verb Agreement	9	1	0	5	6	-3	3.00
Adjectives and Adverbs	6	5	9	-4	1	0	2.80
Prepositional Phrases	-3	2	5	6	-1	-1	1.30
Verbal Phrases	9	1	8	-1	8	0	4.20
Troublesome Words	2	9	1	6	0	-4	2.30
Capitalization	1	6	2	-1	4	1	2.20
Punctuation	9	3	6	2	1	-1	3.30
Average Change	6.67	2.0	7.0	5.83	2.83	-1.06	3.87

Because the ALS Osage Center field site did not have a control group, it is not possible to compare these students' performance in this manner. However, the results obtained from the two groups (spring semester and summer semester) at ALS allow one to make some very broad generalizations about outcomes compared to the CCD experimental and control groups. Table 3 shows the spring semester pre-test to post-test change scores for ALS students, and Table 4 shows those scores for the summer semester group. These two groups were presented separately because the pre-test and post-test completed by the spring semester group was paper-based, while the summer semester group was able to use the computer version of the test.

As Table 3 shows, the range of change scores over all pre- and post-tests for the spring semester group is from -5 to +15. Average individual subject change scores over all topics ranges from 1.36 to 6.87. The average change from pre-test score to post-test score for all students and all lessons is 2.9. Table 4 shows that the range of change scores over all pre- and post-tests for the summer semester group is from -15 to +37. Average individual subject change scores over all topics ranges from -1.06 to 7.0. The average change from pre-test score to post-test score for all students and all lessons is 3.87. These scores exhibit a slightly wider range than any of the CCD groups, and the overall averages are slightly higher. At a very cursory level this seems to indicate that there were no real differences between the CCD experimental group and the ALS group in overall improvement.

In addition to the pre-tests and post-tests, students participating in the CCD and ALS groups were asked to complete an exit interview form soliciting their opinions about Write for Your Life. What follows is the interview form with the numbers of students responding to each item in parentheses above the item choices. Eleven students responded to this interview form, and in general their responses were quite favorable.

YOUR COMMENTS PLEASE!

Thank you for participating in this research project. Your opinions about the computer lessons you've been using are valuable to us. Your answers to these questions will help us make these lessons more useful to people like you. Your answers will be kept completely confidential. You do not need to put your name on this sheet. Please circle your answer for each question. Please give this form back to the project assistant when you are finished. Thank you.

1. The computer lessons were closely related to the work I am doing in my English class.

(7)	(3)	(1)		
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
2. The computer lessons helped me with my work in English class.

(4)	(7)			
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
3. The explanations in the computer lessons were usually clear and easy to understand.

(4)	(3)	(2)	(2)	
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
4. The computer lessons were easy to use.

(5)	(4)		(1)	(1)
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. The worksheets helped me understand and practice English skills.

(1)	(7)	(1)	(1)	(1)
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
6. The tapes were useful.

(3)	(5)	(1)	(1)	(1)
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
7. I learned a lot from using these lessons.

(5)	(6)			
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8. I would like to continue using the computer lessons in my English classes.

(3)	(6)	(1)		(1)
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9. I think other people should use these computer lessons too.

(5)	(4)	(2)		
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10. Do you have any other comments? Please write them here.

Some of the comments received to the open-ended question number 10 included: "What I really liked about the lessons was the audio, visual and physical way of learning." "Since doing the English computer lessons, my sentence fragment errors have been fewer." "The graduate assistant was very helpful." "I learned a lot. However, I wanted to learn more precisely in each section." "I enjoyed working with the disk." "I think I can get a lot out of this." "I liked working along. Some things were a little hard for me to understand because I am a slow learner. I did learn some things I didn't know anything about." "I agree that these computer lessons are going to be very helpful for students like myself. Before I started this lesson, I didn't understand pronouns, verbs, and all the other parts of speech."

At the Family Literacy Center test site, tutors and students were given the option of using the lessons however they saw fit. Because of the short timeframe over which students actually had access to the lessons (approximately 1 month), four women used the lessons. These were women who were planning to take the GED writing test soon but who were still having serious problems with grammar and mechanics. Two of the four women have since taken the GED writing test and passed. The other two plan to take the test in the fall of 1991. The classroom coordinator at the Family Literacy Center reported taking the Write for Your Live lessons seemed to give these women more confidence in their ability to use correct grammar and mechanics in the GED test. In particular, the highly structured explanations of grammar topics helped these women to see that there is a recognizable structure and a clearly identifiable rule for most writing situations. Again, this insight into the overall organization of this aspect of the writing task seemed to help these women finally understand some key topics.

In terms of how computer-based lessons can best be integrated into normal classroom activities, and the individualization issues that need to be addressed,

interviews with classroom teachers and tutors revealed that there was first of all an overall concern that these lessons were seen as taking the place of the teacher or the tutor for this type of instruction. Once the interviewer had succeed in allaying those fears, teachers talked more freely about the value of the computer lessons and tapes as an additional resource for them to use with their students -- a resource with the added feature of an auditory channel for learning. In general, the participating teachers and tutors agreed that using the diagnostic test to isolate student skill deficiencies, followed by review of specific lessons and portions of lessons could be an extremely effective strategy in remediating individual student skill deficiencies. Particularly in literacy programs where there simply are not enough tutor hours available to give each student the one-on-one instruction nedded, the Write for Your Life lessons could become a key resource. This is true regardless of the population or setting.

Working with the Denver County Jail literacy program and the two neighborhood literacy programs revealed some important information regarding site program characteristics and other contextual issues that must be considered in deciding whether to purchase Write for Your Life or any other technology-based instructional product.

First of all, a program must be sufficiently well-funded to afford the necessary hardware. Classroom or laboratory space must be available for set-up of the equipment in a low-traffic area, away from distracting activities and noise. Program staff must be familiar with the ways in which technology can support them in their role as instructors and remediators, or at least willing to explore the possibilities. Technology-based products must be introduced clearly as supports for the existing staff and not as potential replacements. Products must be chosen with a clear understanding of what kinds of staff and learner support might be most appropriate and effective, and how the various products provide the necessary support.

Security seems to be an over-riding concern, particularly in the neighborhood literacy centers. When a program shares space with other programs and must constantly lock up materials and equipment in between class sessions, computer hardware can present some security and storage problems that are not easily resolved, particularly when the storage space itself is very limited. While it was initially believed that security at the Denver County Jail site would be an issue, such was not the case because of the existing high level of security at the jail. However, obtaining permission to place computer equipment in a correctional setting can take more time than is anticipated.

Based on information gathered from the field sites, it would appear that while all of the program sites examined in this study have significant needs highly individualized and self-paced instructional material for writing students, Write for Your Live would be most appropriate for purchase by literacy programs with adequate and stable space and facilities, and at least a core staff of paid teachers who can maintain program continuity and constant inservice training to tutors in how to use the technology-based materials available to them. This seems to imply that neighborhood literacy centers housed in church basements, etc. would be less likely to be able to use it. Correctional settings are a real natural application for the product. Tutor staff are usually limited in these programs and adequate security of the equipment is not a problem. Developmental studies programs in community colleges are also excellent candidates for using the material effectively, particularly because these programs usually already have access to computer laboratories and staff who understand technology applications in education.

V. OUTCOMES

This section of the report describes the products actually developed in the project, who can use the product and how it can be used, how individuals can obtain the product, and how SBIR funding contributed to the availability of the product.

Products Developed

Appendix D contains a copy of a flyer that was developed by Educational Press for use at conference exhibits and Appendix E contains a copy of the Educational Press catalog for 1991-92 that features the Write for Your Life program. The flyer and catalog describe the products that were developed under government funding and the pricing scheme for individual units and sets of products. To summarize the information in the flyer and catalog, the product developed under government funding is a complete curriculum of English grammar and mechanics, incorporating audio tape support for poor readers. This curriculum includes:

- 18 lesson disks (approximately 22 hours of instruction)
- 65 audio tapes
- 72 printed worksheets
- a teachers' guide
- 18 software guides
- a diagnostic test disk

This flyer and catalog also mention a workbook. This workbook was seen by the publisher as an important companion product to the software and tapes. Members of the project team are undertaking the development of this workbook in addition to the software and audio tape development, and without government support. This workbook will be finished by late fall, 1991.

Availability of Product

The product developed under this contract will be available starting in the fall of 1991 through Educational Press, P.O. Box 32382, Baltimore, MD. 21208-8383. Educational Press' telephone number is (301) 561-5912. Orders can be faxed to Educational Press at (301) 561-8795. Educational Press also has a network of independent representatives and dealers through which the product can be ordered.

How The Project Might Be Used by Target Groups

Write for Your Life is an integrated package of computer, print and audio tape materials designed to help adults and older youths learn to use appropriate English grammar and mechanics within the context of everyday work, school and personal writing activities. Write for Your Life does not take the place of classroom writing practice and instruction. The 18 computer lessons and accompanying materials are intended to be used by students at their own pace and time in a computer lab, to work on specific grammar and mechanics problems. This can help free up class meeting time to focus on actual writing activities, and it can serve as a useful form of additional instruction for students who need more explanation and practice than can usually be provided within the time limitations of regular writing classes.

While originally designed to support adult basic education students who are seeking to improve their writing skills, Write for Your Life can also be used effectively by individuals preparing for the GED, English as a second language students preparing for the TOEFL, college level developmental studies students who are working to improve their skills to a point where they can take college composition courses, and high school English composition students who need additional instruction in grammar and mechanics. In general, Write for Your Life serves as a highly individualized writing laboratory resource to supplement

instruction in the writing process. While primarily designed as an individualized, self-paced instructional resource, it can also be effective when used by pairs of students or a student working with a tutor.

Each of the 18 computer lessons covers a specific topic in English grammar and mechanics, and contains an internal menu that allows the student to select from several subtopics. The software guide for each computer lesson details the specific subtopics covered in each lesson. The 65 audio tapes correspond to the specific topics and subtopics covered in the computer lessons. There is one tape for each complete computer lesson, as well as individual tapes that correspond to each subtopic in each lesson. The subtopic tapes allow a student to select a specific subtopic from the main lesson menu and use the tape that corresponds to that portion of the lesson. The diagnostic test disk that accompanies Write for Your Life provides detailed information to the student about which topics and subtopics should be selected from the overall set of lessons for review. This can be particularly helpful to students who are preparing for the GED writing test. Rather than taking a more generalized approach to improving their English grammar skills in preparation for the test, these students can make better use of their time and energy by focusing specifically on those areas that give them the most trouble and skip over writing skills at which they are already adept.

Students with moderate to good English language reading skills will be able to use the computer lessons with or without the accompanying tapes. Students with poorer reading skills could benefit from listening to the tapes that accompany each computer lesson. Only basic computer skills are required. The student should be able to insert the disk into a floppy disk drive, type the lesson name and then press the [ENTER] key. Minimal keyboarding skills are required. Each lesson contains an explanation of single-letter key presses that enable the student to move forward or backward or quit the lesson. These single-letter key presses are standardized across all 18 computer lessons. Students should be able to type correctly one- or two-word answers to questions.

Contribution of SBIR Program to Product Availability

It can truly be said that without SBIR funding this product would not be available. The organizations involved in its development are involved in educational programs and services on an ongoing basis and have the opportunity to see first-hand the kinds of resources that are needed by practitioners and students. However, the developers are not sufficiently capitalized, nor is it expressly part of their organizational mission, to engage in product development. The SBIR funding provided through the U.S. Department of Education made it possible for the project team to respond to a need for new material that is specifically designed to meet the needs of adult basic education students. The SBIR program provided a significant share of the development funding necessary to make this product a reality. Participation from an excellent Phase III partner made it possible to actually bring this product to market.

VI. PHASE III PLAN

Planning for Phase III activities was begun in Phase I, and an agreement was signed with the Phase III partner, Educational Press, shortly after the beginning of Phase II. This agreement calls for Educational Press to commercially manufacture the product, maintain inventory, actively offer it for sale to educational institutions through its catalog and sales force, and reprint the product for as long as customer demand justifies. Additionally, publisher staff are to provide advice to the project team regarding the content and design of the product. The agreement lays out a royalty payment structure that provides for a percentage of net sales to be paid to Applied Research Associates. The royalty percentage increases at specified levels of sales. Educational Press bears all costs of production, sales, marketing and promotion.

Mr. Bruce Brown, president of Educational Press, became an active and valued member of the project team, providing expert advice on product format, stylistic concerns, customer preference issues, and marketing strategies. Under Mr. Brown's direction, Phase III dissemination and marketing activities were begun about midway through year 2 of Phase II. In publishing for the educational market, this kind of lead time is necessary in order to address the relatively long-term material purchasing cycle of educational institutions. The following is a discussion of Phase III activities, marketing strategy, products being offered, and projected success of the Write for Your Life program.

Phase III Activities

Phase III activities undertaken by Educational Press focus on advising the project team, designing and producing appropriate packaging for the Write for Your Life program, making copies of the product for sale, and disseminating and marketing it to potential users in the adult education, special education, and

at-risk youth education markets. Specific marketing and dissemination activities are described in more detail in later sections of this report. Additionally, Educational Press funded a final round of field review of the product after all field testing and review funded by the U.S. Department of Education had been completed.

Educational Press has not confined its involvement in this project solely to Phase III activities. Rather, Mr. Brown, the president, became an important member of the Phase II development team, providing expert advice and assistance. Early in Phase II Mr. Brown began to actively advise the project team involved in the technical development of the product. Initially he reviewed the product outline and gave advice on appropriate strategies for segmenting and grouping it in ways that would address known customer preferences and buying habits. Following his suggestions, eighteen discrete lessons were selected for development, and specific kinds of worksheets were planned for each lesson. The eighteen lessons were then grouped into five major categories for sale as sets of related lessons: verbs, nouns and pronouns, sentences, modifiers, and basic writing mechanics. Mr. Brown then reviewed selected lesson storyboards, lesson disks, and audio tapes as they were being developed. Mr. Brown's comments and suggestions were incorporated in revised versions of lessons, which were subsequently reviewed by students. Additionally, Mr. Brown advised the project team regarding important calendar milestones for various stages of product development and final availability for sale.

Marketing Strategy

The marketing strategy devised by Mr. Brown reflects his longstanding experience in marketing products to the education community. His strategy incorporates direct mail, a dealer network, independent sales representatives, presentations at conferences, publicity releases to key education journals, and other marketing strategies.

Direct Mail. During the 1991-92 school year, Mr. Brown plans to mail approximately 55,000 copies of the Educational Press catalog, featuring the Write for Your Life program and other Educational Press product lines. These catalogs will be mailed to school districts, educational service agencies, libraries, professional organizations, and state and local education and training programs dealing with at-risk adult and youth populations. We anticipate a similar level of catalog mailings in subsequent school years. He will also distribute approximately 15,000 other pieces of direct mail (generally product brochures and flyers) that will focus primarily on this product.

Dealer Networks. Dealers typically will list Write for Your Life in their own catalogs and then buy the product in bulk and at a discount from Educational Press. At the present, Mr. Brown has an agreement with Pippin Publishing for Canadian distribution of the product. He also has a network of dealers in the U.S.A. who list or are considering for listing other Educational Press products. These dealers will review Write for Your Life and decide whether to include it in their own catalogs. This is expected to take place over the next year. Lakeshore Lifeskills, Barkley School Supply, Catalog Publishing Group, Chaselle, Harvest Educational Sales, Michigan Products, Weiser, Cambridge Career Products, and Piney Mountain Press are just some of the dealers who will be reviewing the product for this purpose. We expect the list of dealers to grow over the next two years.

Independent Sales Representatives. Independent sales representatives carry many product lines and focus on a specific geographic area. They are paid a commission on sales of the products they represent. Educational Press currently has agreements with independent sales representatives in Virginia, West Virginia, Illinois, Washington, Oregon, Alaska, Texas, Kansas, Missouri, Ohio, Maryland, District of Columbia, and Delaware.

Presentations at Conferences. As part of its overall marketing strategy, Educational Press books exhibit space at various conferences, conventions and trade shows, where all Educational Press products are displayed. So far, Write for Your Life has been displayed at the Correction Education Association's annual meeting, and the NASSLN conference on adult learning disabilities. For the 1991-92 school year Educational Press plans to exhibit at approximately 15 such conferences, including annual meetings of The American Vocational Association, Correction Education Association, Pennsylvania Council on Exceptional Children, the national conference of the Council on Exceptional Children, National Dropout Prevention Conference, Maryland Conference Series, and Learning Disabilities Association conference. We expect a similar level of conference exhibit bookings in subsequent years.

Publicity Releases to Education Journals. Educational Press sends monthly press releases about its products to 75 key education journals and newsletters. Some of the publications that receive these press releases include: Catalyst, Curriculum Product News, Teaching Exceptional Children, Educational Technology, The National Clearinghouse for Rehabilitation Training Material, Career Development for Exceptional Individuals, Adult Literacy and Technology, Curriculum Review, Counterpoint, Educating At-Risk Youth, Education Week, Learning, Preventing School Failure, Transition Summary, Vocational Education Journal, Classroom Computer Learning, Worklife, Media and Methods, and Closing the Gap. The first press release about Write for Your Life is expected to be sent to the 75 journals in November, 1991.

Other Marketing Activities. In addition to the marketing activities already described, Educational Press distributes numerous free samples and demonstration disks to organizations that request them. Educational Press has a special introductory offer whereby potential customers can purchase a single disk or disk and tape set for a steeply discounted price. Educational Press is also a participating vendor in the Alliance for Technology Access (ATA). ATA is

a consortium of publishers and local technology access programs whose goal is to make educational technology available to a wider audience. The local programs are for the most part funded by foundations. Participating vendors donate products to the sites. Teachers can go to a local technology access site to preview educational technology products before purchasing them. Parents of at-risk students can actually work with their children at the program sites, using the available materials at no charge. Some local programs also provide in-service training to local schools surrounding specific educational technology issues.

Products Offered for Sale

As described in section V of this report, Appendix D contains a copy of a flyer that was developed by Educational Press for use at conference exhibits and Appendix E contains a copy of Educational Press's new catalog. The flyer and catalog describe the products developed under this contract that will be marketed in Phase III, along with the pricing scheme for individual units and sets of products. Once again, to summarize the information in the flyer and catalog, the product developed under government funding includes:

- 18 lesson disks
- 65 audio tapes
- 72 printed worksheets
- a teachers' guide
- 18 software guides
- a diagnostic test disk

The lesson disks are available either with or without the audio tapes and can be purchased as individual lessons, in sets of related lessons, or as a complete curriculum. The disks run on any MS-DOS computer with 256K of RAM, a floppy disk drive and a color monitor. Lessons can be delivered in either 3 1/2 or 5 1/4 inch disk sizes and in high or low density format.

Projected Success of the Product

Without benefit of a crystal ball it is impossible to accurately predict future sales at this point. However, past experience of the publisher in marketing similar software products indicates that year 1 will be relatively slow, with net sales projected at between \$10,000 and \$25,000. Year 2 - 3 should see a significant increase in sales, possibly in the \$20,000 - \$40,000 range. Sales are expected to level off and remain steady after year 3. According to the publishing agreement signed by Educational Press and Applied Research Associates, Educational Press will maintain the product in its catalog and in inventory for as long as customer demand seems to justify.

APPENDIX A
SAMPLE LESSON WORKSHEETS

Write for Your Life

SPEAKING ACTIVITY SHEET FOR CONJUNCTIONS AND CLAUSES LESSON

DIRECTIONS: Remember from the computer lesson that conjunctions are words that are used to link together words, phrases, or complete thoughts. In this activity you should work with another person to practice out loud using conjunctions in sentences. Be especially careful that the words or complete thoughts linked by your conjunctions are in the same grammatical form. One person should create and speak the example while the other person writes the example. Take turns doing this. If you need to, you may look at the Review and Note-Taking Guide to help you with these examples. Also look at the example below to see how this is done.

Conjunction

Write your example here.

and

Apples and pears grow on trees.

or

but

yet

however

therefore

nevertheless

thus

either...or

neither...nor

both...and

May be reproduced for classroom use.

Write for Your Life

Conjunction

Write your example here.

not only...but also

while

since

because

whenever

whichever

after

May be reproduced for classroom use.

Write for Your Life

WRITING ACTIVITY SHEET FOR CONJUNCTIONS AND CLAUSES LESSON

DIRECTIONS: Remember from the computer lesson that conjunctions are used to link words, phrases, and complete thoughts together. This worksheet will help you practice identifying conjunctions and the elements of a sentence they link. First pick the conjunction in each example. Circle your answer. Then pick the sentence elements connected by the conjunction. The first one is already done as an example.

1. Since tomorrow is a holiday, traffic should be light.

The conjunction is:

(a) since (b) is (c) should be

The sentence elements linked by the conjunction are:

(a) tomorrow is a holiday, traffic should be light. (b) holiday, traffic

2. Angel and Rosa bought a house in the country.

The conjunction is:

(a) and (b) a (c) in

The elements linked by the conjunction are:

(a) Angel, Rosa (b) bought, house (c) house, country

3. Joe or Sue will pick you up at the airport.

The conjunction is:

(a) or (b) up (c) at

The sentence elements linked by the conjunction are:

(a) Joe, Sue (b) pick, up (c) up, airport

4. Jack went to a movie because he didn't have anything better to do.

The conjunction is:

(a) to (b) because (c) anything

The sentence elements linked by the conjunction are:

(a) Jack went to a movie, he didn't have anything better to do.

(b) went to a movie, he didn't have (c) movie, anything better

THESE ARE THE ANSWERS TO THE QUESTIONS ON THE BACK:

5. (b, a) 6. (c, a) 7. (a, c) 8. (c, c) 9. (a, b)

May be reproduced for classroom use.

Write for Your Life

5. Bob was not involved, nor did he care to be involved.

The conjunction is:

- (a) not (b) nor (c) to

The sentence elements linked by the conjunction are:

- (a) Bob was not involved, did he care to be involved
(b) involved, did (c) not involved, be involved

6. Keep stirring the pudding until it thickens.

The conjunction is:

- (a) keep (b) the (c) until

The sentence elements linked by the conjunction are:

- (a) keep stirring the pudding, it thickens
(b) pudding, thickens (c) keep, stirring

7. Neither the doors nor the windows were locked.

The conjunction is:

- (a) neither...nor (b) neither, the (c) nor, the

The sentence elements linked by the conjunction are:

- (a) doors, locked (b) windows, locked (c) doors, windows

8. The dog not only knocked over the trash can, but also scattered trash all over the yard.

The conjunction is:

- (a) not, but (b) only, also, (c) not only...but also

The sentence elements linked by the conjunction are:

- (a) dog, trash can (b) trash can, yard
(c) knocked over the trash can, scattered trash all over the yard

9. Both Alex and James turned in late assignments.

The conjunction is:

- (a) both...and (b) both (c) and

The sentence elements linked by the conjunction are:

- (a) both, in (b) Alex, James (c) turned in, late assignments

THESE ARE THE ANSWERS TO THE QUESTIONS ON THE FRONT:

1. (a, a) 2. (a, a) 3. (a, a) 4. (b, a)

May be reproduced for classroom use.

Write for Your Life

ERROR ANALYSIS GUIDE FOR CONJUNCTIONS AND CLAUSES LESSON

This worksheet will help you analyze your strengths and also the kinds of problems you are having with this topic. After conducting this analysis of your own writing, you can choose to review only those specific lesson topics that are giving you trouble.

HERE IS HOW TO USE THIS WORKSHEET:

You may do this activity either before you have taken this lesson or afterwards. This worksheet lists the major topics covered in this lesson and provides examples of each. Review the worksheet first. Then, take several samples of your own writing and look for and circle the following words:

and	however	either...or	as
but	although	neither...nor	after
yet	moreover	both...and	while
or	therefore	not only...but also	when
nor	nevertheless	whenever	since
so	whichever	because	whoever
until			

Compare your use of these words to the rules for using conjunctions on this worksheet. Circle any errors you have made. After you have analyzed your writing, you may select for review those parts of the lesson that are a problem for you. If you find you have used very few of these words, please review the computer lesson to find out ways to use these words to improve your writing.

These are the major topics in this lesson:

1. **Conjunctions** link or join things together.

Example: Sue likes swimming **and** jogging.

May be reproduced for classroom use.

Write for Your Life

2. **Conjunctions** can be used to connect words, phrases, and complete thoughts that are of equal rank.

Examples: Sue **and** Amy are sisters.
Tim suggested **either** going swimming **or** playing tennis.
I want to go to the movies, **but** Ann wants to go to the museum.
Tom **both** hits **and** fields well.

3. You can also use some conjunctions to link complete thoughts with related incomplete thoughts.

Examples: That will work **unless** something goes wrong.
Alice was out of breath **because** she ran.
I will come **after** I make a phone call.

4. Always make sure that the sentence elements that are linked by conjunctions are in the same grammatical form.

Example: Let's go **hiking** and **fishing**.

5. When the conjunctions **and**, **but**, **yet**, **or**, **nor**, **so**, or **for** connect two parts of a sentence that are both complete thoughts, place a comma before the conjunction.

Example: He didn't study, **nor** did he take notes.

6. When conjunctions such as **however**, **therefore**, **moreover**, **nevertheless**, **consequently**, **furthermore**, **for example**, **besides**, **otherwise**, and **thus** connect two parts of a sentence that are both complete thoughts, place a semicolon before the conjunction and a comma after the conjunction.

Example: The picnic is tomorrow; **however**, the athletic events are today.

May be reproduced for classroom use.

Write for Your Life

REVIEW AND NOTE-TAKING GUIDE FOR CONJUNCTIONS AND CLAUSES LESSONS

DATE(S) LESSON TAKEN _____

YOUR SCORE ON FINAL TEST _____

This guide will help you review and remember what you learned from the computer lessons. You may take your own notes on this review guide and then keep it for future reference.

HERE IS HOW TO USE THIS REVIEW GUIDE:

- Have the worksheet on the table next to you when you take the computer lesson.
- As you complete each section of the lesson, note any questions or comments you have that refer to that section of the lesson. If it helps you, write down a few of your own examples. Try to use complete sentences in your examples.
- When you are finished with the lesson, record your score in the space above.

THESE ARE THE MAJOR SECTIONS OF THIS LESSON:

1. **Conjunctions** link or join things together.

Example: Sue likes swimming **and** jogging.

2. **Conjunctions** can be used to connect words, phrases, and complete thoughts that are of equal rank.

Examples: Sue **and** Amy are sisters.
Tim suggested **either** going swimming **or** playing tennis.
I want to go to the movies, **but** Ann wants to go to the museum.
Tom **both** hits **and** fields well.

May be reproduced for classroom use.

Write for Your Life

3. You can also use some **conjunctions** to link complete thoughts with related incomplete thoughts.

Examples: That will work **unless** something goes wrong.
Alice was out of breath **because** she ran.
I will come **after** I make a phone call.

4. Always make sure that the sentence elements that are linked by **conjunctions** are in the same grammatical form.

Example: Let's go hiking **and** fishing.

5. When the conjunctions **and**, **but**, **yet**, **or**, **nor**, **so**, or **for** connect two parts of a sentence that are both complete thoughts, place a comma before the conjunction.

Example: He didn't study, **nor** did he take notes.

6. When conjunctions such as **however**, **therefore**, **moreover**, **nevertheless**, **consequently**, **furthermore**, **for example**, **besides**, **otherwise**, and **thus** connect two parts of a sentence that are both complete thoughts, place a semicolon before the conjunction and a comma after the conjunction.

Example: The picnic is tomorrow; **however**, the athletic events are today.

May be reproduced for classroom use.

APPENDIX B
SAMPLE SOFTWARE GUIDE

**GUIDE TO COURSEWARE PACKAGE****WRITE FOR YOUR LIFE**

Conjunctions and Clauses

Interest Level: 7-12, Adult

Reading Level: 5th grade

DISKETTE OPERATING INSTRUCTIONS

Load the diskette gently in the drive unit and remove the diskette carefully when you are finished using it.

The diskette in this package contains the system modules necessary for program execution and can be used readily on one-drive systems. To load the program, simply turn the computer and its drive system ON. Gently place the diskette in the drive. Close the door and boot the system. The program will load automatically and begin execution immediately.

This diskette is protected and can neither be copied nor listed. Any attempts to use the BREAK or Reset key will immediately discontinue the program and clear memory. To reLOAD and RUN the program, simply reboot the system.

The program is in an EXECUTE only mode. Should you have any difficulty in either loading or running the program, notify **Educational Press Inc.** Return your faulty diskette, and it will be replaced free of charge.

Should you have any suggestions for improving the programs, such suggestions are most welcome. Should you find any errors in the execution of the program, **Educational Press** would like to know of this, as well.

CARE OF DISKETTES

The diskette received in this package is of the highest quality, and if well cared for, will give good service.

Whenever handling a diskette, do *not* touch the recording surface. Handle it only by the plastic jacket. When the diskette is not in use, it should be stored in its protective envelope.

Do not store diskettes in areas of extreme temperatures. Keep them in an area where the temperature is comfortable.

Do not leave your diskette in an area where it might be exposed to a magnet or a magnetized object.

Handle the diskette carefully, neither folding, creasing, nor bending. When writing on the diskette label, use only a felt-tip pen, NEVER a pencil or ball-point pen. Never attempt to erase information from a label, for the erasure may create debris that could damage the diskette.

CONJUNCTIONS AND CLAUSES LESSON

In this lesson you will be learning two things:

1. what conjunctions are
2. how conjunctions are used in sentences

Your objectives for this lesson are to:

1. learn what conjunctions are and how they are used
2. answer the questions correctly in this lesson
3. use conjunctions correctly in your own writing

Materials Needed

1. Conjunctions and Clauses lesson disk
2. Conjunctions and Clauses audio tapes (optional)
3. Conjunctions and Clauses worksheets

Depending on how fast you work, this lesson will take you about 40 to go from start to finish.

These Write for Your Life computer lessons are related to this lesson:

1. Parallel Structure
2. Punctuation
3. Writing Complete Sentences

These are your menu choices for this lesson:

1. what conjunctions are and what they do
2. conjunctions that link words, phrases and complete thoughts
3. conjunctions that link complete thoughts with incomplete thoughts
4. conjunctions that work in pairs
5. parallel structure with conjunctions
6. punctuation with conjunctions
7. a review of lesson contents
8. the entire lesson from start to finish

*** HERE'S HOW TO USE THIS LESSON ***

Most of the time you will use the SPACE BAR to move from screen to screen.

When you see MENU on the screen, you may press the M key to go to the menu.

When you see BACK on the screen, you may press the B key to go back.

To fill in the blanks, simply use the keyboard to type your answer.

To correct a typing mistake, use the BACKSPACE key and then retype your answer.

Press the ENTER key when you are satisfied with your answer.

When you see QUIT on the screen, you may press the Q key to quit.

WRITE FOR YOUR LIFE

Each Software Package Includes:

- Computer disk for use on any MS-DOS Computer
- Reproducible blackline masters
- Software user's guide
- Sturdy storage box
- Optional — audio tapes to assist poor readers

For more information or to place an order contact:



Educational Press
P.O. Box 32382
Baltimore, MD 21208-8382

Phone (301) 561-5912
Fax (301) 561-8795

The software operates on any MS-DOS computer with 256K of RAM, one floppy disk drive (either 360K 5 1/4" disk or 720K 3 1/2" disk), and a color monitor. Specify the disk format you will need. The audio tapes operate on any audio cassette player, along with a comfortable set of adjustable headphones..

Workbook

Write for Your Life — Workbook No. 4700 \$6.95
Write for Your Life — Teacher's Guide No. 4701 \$1.95

Class set of 10 Books and Teacher's Guide
No. 4702 \$69.50

Computer/Audio Lessons

Diagnostic Tests

Pretests for all 18 lessons No. 4950 \$39.95

Verbs

Kinds of Verbs	No. 4710 \$39.95	No. 4711 disk & 4 tapes \$79.95
Singular and Plural Verbs	No. 4720 \$39.95	No. 4721 disk & 4 tapes \$79.95
Verb Tense and Irregular Verbs	No. 4730 \$39.95	No. 4731 disk & 3 tapes \$69.95
Active and Passive Voice Verbs	No. 4740 \$39.95	No. 4741 disk & 3 tapes \$69.95
Complete Set without audio tapes	No. 4750 \$159.80	with audio tapes No. 4751 \$299.80

Nouns and Pronouns

Singular and Plural Nouns	No. 4760 \$39.95	No. 4761 disk & 5 tapes \$89.95
Possessive Nouns	No. 4770 \$39.95	No. 4771 disk & 3 tapes \$69.95
Pronouns	No. 4780 \$39.95	No. 4781 disk & 4 tapes \$79.95
Complete Set without audio tapes	No. 4940 \$119.85	with audio tapes No. 4941 \$239.85

Sentences

Parts of Speech	No. 4790 \$39.95	No. 4791 disk & 5 tapes \$89.95
Writing Complete Sentences	No. 4800 \$39.95	No. 4801 disk & 3 tapes \$69.95
Parallel Structure	No. 4810 \$39.95	No. 4811 disk & 3 tapes \$69.95
Subject-Verb Agreement	No. 4820 \$39.95	No. 4821 disk & 3 tapes \$69.95
Conjunctions and Clauses	No. 4830 \$39.95	No. 4831 disk & 4 tapes \$79.95
Complete Set without audio tapes	No. 4930 \$199.75	with audio tapes No. 4931 \$379.75

Modifiers

Adjectives and Adverbs	No. 4840 \$39.95	No. 4841 disk & 5 tapes \$89.95
Prepositional Phrases	No. 4850 \$39.95	No. 4851 disk & 3 tapes \$69.95
Verbal Phrases	No. 4860 \$39.95	No. 4861 disk & 4 tapes \$79.95
Complete Set without audio tapes	No. 4870 \$119.85	with audio tapes No. 4871 \$239.85

Basic Writing Mechanics

Capitalization	No. 4880 \$39.95	No. 4881 disk & 4 tapes \$79.95
Punctuation	No. 4890 \$39.95	No. 4891 disk & 3 tapes \$69.95
Troublesome Words	No. 4900 \$39.95	No. 4901 disk & 2 tapes \$59.95
Complete Set without audio tapes	No. 4910 \$119.85	with audio tapes No. 4911 \$209.85

Complete Write for Your Life Program

The complete program includes 10 copies of Write for Your Life Workbook plus 1 teachers' guide and one copy of each of the 18 software programs.

without audio tapes	(a \$830.50 value)	No. 4920 \$799.99
with audio tapes	(a \$1,480.50 value)	No. 4921 \$1,399.99

APPENDIX C
EXIT INTERVIEW FORM

Thank you for reviewing this lesson. Your comments are important. They will help us write lesson material that is more useful to you. Please read the following questions, and then take the lesson. After you have taken the lesson, please answer these questions as best as you can.

1. Was the explanation given in the lesson clear? What parts were not clear?

yes that was very clear

2. Were the directions for the practice sections clear? What parts were not clear?

yes - no directions were clear

3. Did you think there was enough practice, too much, or not enough? Where would you have liked more practice? Less practice?

enough practice yes there was

4. Was the lesson too long, too short, or just right?

just right.

5. Do you think the material in this lesson will be useful to you? Why or why not?

yes. now I can make the sentence sound complete

Lesson Title: Verbals and Verbal Phrases

APPENDIX D
FLYER DESCRIBING PRODUCT AND PRICING

Interest Level: 7-12, Adult
Reading Level: 5th grade

**An integrated curriculum
incorporating English grammar
and mechanics in the
context of everyday work,
school, and personal
writing activities**

Perfect for GED Students

developed by:
Applied Research Associates, inc. and
Mid-Continent Laboratory, Inc.
under funding from the U. S. Department
of Education

Great! Now complete these examples. Press ENTER after each one.

RULE #5: Nouns that end in the letter **o** preceded by a consonant form the plural by adding **es**.
Nouns that end in **o** preceded by a vowel form the plural by adding **s**.

Please slice two _____ (tomato)
Three _____ were stolen. (video)
Two _____ filled the room. (piano)

Type the correct plural form of each noun.
Press the ENTER key after each one.
The first one is already done as an example.

He is my hero. They are my heroes.
We heard an echo. We heard many _____.
He had one radio. He has three _____.
We went to the rodeo. We have seen many _____.

ABOUT THE PROGRAM

Write for Your Life is an ideal tool for use in middle school, high school and college language laboratories, adult education programs, and literacy programs. It helps students strengthen their proficiency in grammar, usage, and mechanics which are key tools to good proofreading and editing. Students will find this program particularly valuable in preparing for the GED Essay and Writing Skills Tests.

Write for Your Life is highly individualized, self-paced, and can be used by students without a teacher present. Students with moderate to good English language reading skills will be able to use the computer lessons with or without the accompanying audio tapes. Students with poorer reading skills could benefit from listening to the tapes that accompany each computer lesson.

ABOUT THE MATERIALS

Write for Your Life Workbook:

The workbook provides writing experience within which students can begin to practice the grammar and writing mechanics concepts learned in the computer lessons. The workbook addresses such topics as writing for specific audiences, writing first drafts, revising, and proofreading. The workbook is especially useful for helping students begin to transfer new concepts to their everyday writing.

The workbook and computer lessons have been designed as an integrated curriculum, but can be used independently of each other.

Software Programs:

The computer lessons vary in length depending on the complexity of the topic. The **Diagnostic** disk contains a set of pretests to help students identify specific problems in English usage and construction and focus only on those problem areas. All programs are menu driven, allowing the student to select all or part of the lesson for review.

Each **Write for Your Life** computer lesson is accompanied by blackline master worksheets designed to help the student transfer what he or she has learned from the computer lesson to actual writing and speaking activities. This is a critical step in improving writing skills. The worksheets include:

- **Note-Taking Guide** — The guide encourages the student to take notes on lesson concepts using their own terms and examples.
- **Error Analysis Sheet** — Designed to be used by students to independently assess their own writing.
- **Speaking Activity** — Will help students transfer what they have learned to their spoken language.
- **Writing Activity** — Focuses on written practice of the topics addressed in the computer lessons.

Audio Tapes:

The audio tapes are *optional* for use with the program. They were designed to help poor readers make more effective use of the computer lessons. They can also be helpful to students who prefer an auditory learning style. There is one tape for each complete computer lesson, as well as individual tapes that correspond to each subtopic in the lesson.

WRITE FOR YOUR LIFE

Each Software Package Includes:

- Computer disk for use on any MS-DOS Computer
- Reproducible blackline masters
- Software user's guide
- Sturdy storage box
- Optional — audio tapes to assist poor readers

For more information or to place an order contact:



Educational Press

P.O. Box 32382

Baltimore, MD 21208-8382

Phone (301) 561-5912

Fax (301) 561-8795

The software operates on any MS-DOS computer with 256K of RAM, one floppy disk drive (either 360K 5 1/4" disk or 720K 3 1/2" disk), and a color monitor. Specify the disk format you will need. The audio tapes operate on any audio cassette player, along with a comfortable set of adjustable headphones..

Workbook

Write for Your Life — Workbook No. 4700 \$6.95
Write for Your Life — Teacher's Guide No. 4701 \$1.95

Class set of 10 Books and Teacher's Guide
No.. 4702 \$69.50

Computer/Audio Lessons

	Software Package without audio tapes	Software Package with audio tapes
Diagnostic Tests		
Pretests for all 18 lessons	No. 4950 \$39.95	
Verbs		
Kinds of Verbs	No. 4710 \$39.95	No. 4711 disk & 4 tapes \$79.95
Singular and Plural Verbs	No. 4720 \$39.95	No. 4721 disk & 4 tapes \$79.95
Verb Tense and Irregular Verbs	No. 4730 \$39.95	No. 4731 disk & 3 tapes \$69.95
Active and Passive Voice Verbs	No. 4740 \$39.95	No. 4741 disk & 3 tapes \$69.95
Complete Set without audio tapes	No. 4750 \$159.80	with audio tapes No. 4751 \$299.80
Nouns and Pronouns		
Singular and Plural Nouns	No. 4760 \$39.95	No. 4761 disk & 5 tapes \$89.95
Possessive Nouns	No. 4770 \$39.95	No. 4771 disk & 3 tapes \$69.95
Pronouns	No. 4780 \$39.95	No. 4781 disk & 4 tapes \$79.95
Complete Set without audio tapes	No. 4940 \$119.85	with audio tapes No. 4941 \$239.85
Sentences		
Parts of Speech	No. 4790 \$39.95	No. 4791 disk & 5 tapes \$89.95
Writing Complete Sentences	No. 4800 \$39.95	No. 4801 disk & 3 tapes \$69.95
Parallel Structure	No. 4810 \$39.95	No. 4811 disk & 3 tapes \$69.95
Subject-Verb Agreement	No. 4820 \$39.95	No. 4821 disk & 3 tapes \$69.95
Conjunctions and Clauses	No. 4830 \$39.95	No. 4831 disk & 4 tapes \$79.95
Complete Set without audio tapes	No. 4930 \$199.75	with audio tapes No. 4931 \$379.75
Modifiers		
Adjectives and Adverbs	No. 4840 \$39.95	No. 4841 disk & 5 tapes \$89.95
Prepositional Phrases	No. 4850 \$39.95	No. 4851 disk & 3 tapes \$69.95
Verbal Phrases	No. 4860 \$39.95	No. 4861 disk & 4 tapes \$79.95
Complete Set without audio tapes	No. 4870 \$119.85	with audio tapes No. 4871 \$239.85
Basic Writing Mechanics		
Capitalization	No. 4880 \$39.95	No. 4881 disk & 4 tapes \$79.95
Punctuation	No. 4890 \$39.95	No. 4891 disk & 3 tapes \$69.95
Troublesome Words	No. 4900 \$39.95	No. 4901 disk & 2 tapes \$59.95
Complete Set without audio tapes	No. 4910 \$119.85	with audio tapes No. 4911 \$209.85

Complete Write for Your Life Program

The complete program includes 10 copies of Write for Your Life Workbook plus 1 teachers' guide and one copy of each of the 18 software programs.

without audio tapes (a \$830.50 value)

No. 4920 \$799.99

with audio tapes (a \$1,480.50 value)

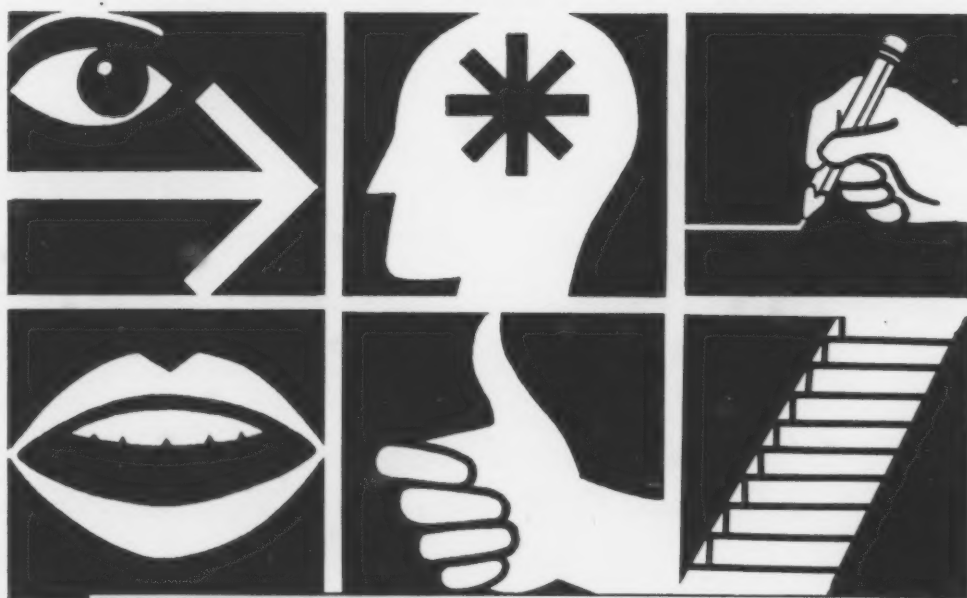
No. 4921 \$1,399.99

APPENDIX E
EDUCATIONAL PRESS CATALOG FOR 1991-1992



EDUCATIONAL PRESS

1992
CATALOG



HIGH INTEREST/ EASY READING
Special Education • Remedial Programs
Adult Basic Education • Vocational Education

New for 1992!

- Write for your Life (pages 4 and 5)
- Skills for Career Success (page 3)
- Vocational Inventory Video (page 19)
- Career Assessment Battery (page 21)

Dear Educator:

Success on the job is highly dependent on having good basic skills and on having the ability to interact appropriately with others.

Take a few minutes and browse through our new 1992 catalog. We have developed several exciting new programs that will help your students who are preparing for the world of work and for those seeking better job opportunities.

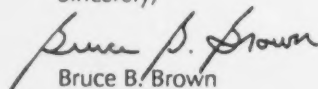
Skills for Career Success is a sequel to our popular **Skills for Job Success Program**. Focusing on supervisory and managerial positions, this program develops critical social skills in *asking for and giving help*, and *accepting and giving criticism*.

Write for Your Life is an integrated curriculum incorporating English grammar and mechanics in the context of everyday work, school, and personal writing activities. The computer based programs have an optional audio supplement to assist those with poor reading skills.

World of Work Videos — Be sure to see our wide selection of videos for the world or work. They have been carefully developed to comply with the criteria of the Carl Perkins Act regarding the at-risk student and non-traditional sex equity.

Thank you for taking the time to review our materials. Please don't hesitate to call if we can be of any assistance to you in your evaluation process.

Sincerely,


Bruce B. Brown
Publisher

Future Happenings . . .

We are very excited about our new program, **Adventures in U. S. History**, which is due to be completed in January 1992. This program, written by Los Angeles Unified School District, was developed for middle school, high school, and adult students reading at a low reading level. It has been developed in accordance with the California framework for History-Social Studies.

Later in 1992, this program will also be available in Spanish.

If you are interested in receiving an evaluation copy of **Adventures in U. S. History**, just drop us a note and we will send you a copy as soon as it is available in early 1992.

Have a Product Idea?

We are always looking for new ideas and new authors. As you can tell from the titles in our catalog, most have been developed by classroom teachers who saw a "need" and developed materials to satisfy that "need."

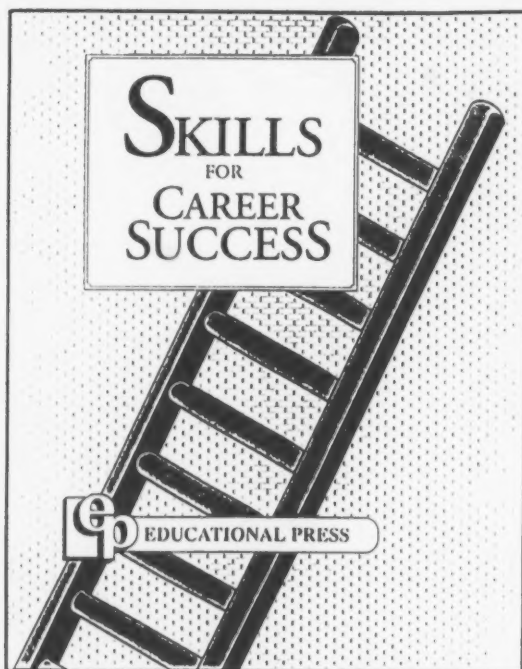
Contact us about your ideas and we can determine if it fits with our current publishing plan. We develop a variety of instructional formats including workbook, video, audio cassette, and computer software.

TABLE OF CONTENTS

<u>Product</u>	<u>Format</u>	<u>Page</u>
Skills for Career Success	Role-Playing Cards	Page 3
Write for Your Life	Workbooks, Software, and Audio Cassettes	Pages 4 - 5
Developmental Math	Workbooks	Pages 6 - 7
Project Get That Job	Workbooks	Pages 8 - 9
Skills for Job Success	Workbooks and Role-Playing Cards	Pages 10 - 16
Skills for Job Success	Software	Pages 17 - 18
IN-STEP	Handbook, Reproducible Forms, and Software	Page 19
Vocational Inventory Video	Video	Page 19
Learning Styles Inventory	Software and Video	Page 20
Careers and Role Models	Video	Page 20
Failure Free Reading	Software	Page 21
Career Assessment Battery	Video and Software	Page 21
World of Work Videos	Video	Page 22
Order Form and Special Offers		Page 23

SKILLS FOR CAREER SUCCESS

New!



Interest Level: 7-12, Adult

Reading Level: 5th grade

Role-Playing Activities Focusing on:

- Asking for Help
- Giving Help
- Accepting Criticism
- Giving Criticism



developed by:
Barbara L. McCombs, Ph.D.
Linda Brannan, M.A.

THE PROGRAM

Skills for Career Success is a sequel to our popular program — **Skills for Job Success**. The underlying basis for both programs is that success on the job is highly dependent on a person's ability to interact appropriately with others. While **Skills for Job Success** is targeted toward students in entry level positions, **Skills for Career Success** focuses on persons in supervisory and managerial positions.

The role-playing activities cover four major strands critical to the success of individuals both in existing positions and in career advancement — *asking for help*, *giving help*, *accepting criticism*, and *giving criticism*.

ROLE-PLAYING SITUATIONS

Students get a taste of the real world consequences which result from the choices they make in playing the roles of supervisor, worker, and customer. The situations were identified by a survey of business leaders as some of the most common trouble areas for employees.

See pages 10 to 16
for information on the
Skills for Job Success Program.

ROLE-PLAYING CARDS

ASKING FOR HELP/GIVING HELP

The role-playing set includes:

- 7 asking for help role-playing situations
- 7 giving help role-playing situations
- 14 teacher evaluation checklists
- teacher's guide

4450 Asking for Help/Giving Help\$39.95

ACCEPTING CRITICISM/GIVING CRITICISM

The role-playing set includes:

- 7 accepting criticism role-playing situations
- 7 giving criticism role-playing situations
- 14 teacher evaluation checklists
- teacher's guide

4460 Accepting Criticism/Giving Criticism\$39.95

Our Double Guarantee

Satisfaction Guaranteed on every order. If, for any reason, you are not satisfied with your purchase, just return it for exchange, refund, or credit. Your request will be honored promptly and courteously.

Service Guaranteed on every order. Your complete order will be shipped within 3 to 5 days after receipt.

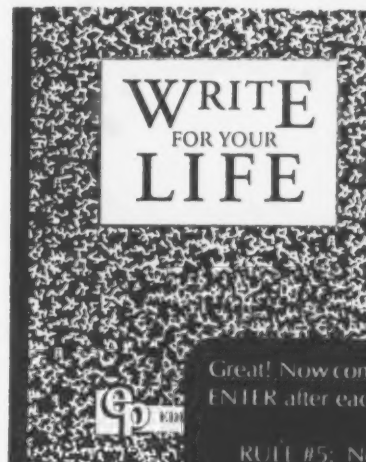
WRITE FOR YOUR LIFE

Interest Level: 7-12, Adult
Reading Level: 5th grade

**An integrated curriculum
incorporating English grammar
and mechanics in the
context of everyday work,
school, and personal
writing activities**

Perfect for GED Students

developed by:
Applied Research Associates, Inc. and
Mid-Continent Laboratory, Inc.
under funding from the U. S. Department
of Education



Great! Now complete these examples. Press ENTER after each one.

RULE #5: Nouns that end in the letter **o** preceded by a consonant form the plural by adding **es**.

Nouns that end in **o** preceded by a vowel form the plural by adding **s**.

Please slice two _____ (tomato)
Three _____ were stolen. (video)

ABOUT THE PROGRAM

Write for Your Life is an ideal tool for use in middle school, high school and college language laboratories, adult education programs, and literacy programs. It helps students strengthen their proficiency in grammar, usage, and mechanics which are key tools to good proofreading and editing. Students will find this program particularly valuable in preparing for the GED Essay and Writing Skills Tests.

Write for Your Life is highly individualized, self-paced, and can be used by students without a teacher present. Students with moderate to good English language reading skills will be able to use the computer lessons with or without the accompanying audio tapes. Students with poorer reading skills could benefit from listening to the tapes that accompany each computer lesson.

ABOUT THE MATERIALS

Write for Your Life Workbook:

The workbook provides writing experience within which students can begin to practice the grammar and writing mechanics concepts learned in the computer lessons. The workbook addresses such topics as writing for specific audiences, writing first drafts, revising, and proofreading. The workbook is especially useful for helping students begin to transfer new concepts to their everyday writing.

The workbook and computer lessons have been designed as an integrated curriculum, but can be used independently of each other.

Software Programs:

The computer lessons vary in length depending on the complexity of the topic. The **Diagnostic** disk contains a set of pretests to help students identify specific problems in English usage and construction and focus only on those problem areas. All programs are menu driven, allowing the student to select all or part of the lesson for review.

Each **Write for Your Life** computer lesson is accompanied by blackline master worksheets designed to help the student **transfer** what he or she has learned from the computer lesson to actual writing and speaking activities. This is a critical step in improving writing skills. The worksheets include:

- **Note-Taking Guide** — The guide encourages the student to take notes on lesson concepts using their own terms and examples.
- **Error Analysis Sheet** — Designed to be used by students to independently assess their own writing.
- **Speaking Activity** — Will help students transfer what they have learned to their spoken language.
- **Writing Activity** — Focuses on written practice of the topics addressed in the computer lessons.

Audio Tapes:

The audio tapes are **optional** for use with the program. They were designed to help poor readers make more effective use of the computer lessons. They can also be helpful to students who prefer an auditory learning style. There is one tape for each complete computer lesson, as well as individual tapes that correspond to each subtopic in the lesson.

WRITE FOR YOUR LIFE

Each Software Package Includes:

- Disk for use on any IBM compatible computer
- Reproducible blackline masters
- Software user's guide
- Sturdy storage box
- Optional — audio tapes to assist poor readers

Guarantee

All Disks are 100% Guaranteed!

If any disk or cassette is damaged in normal classroom use, just return it, and we will replace it **FREE** of charge. Call our computer Hot Line for more information or assistance with any technical questions — 1-301-561-5912.

The software operates on any IBM compatible computer with 256K of RAM, one floppy disk drive (either 5 1/4" disk or 3 1/2" disk), and a color monitor. Specify the disk format you will need. The audio tapes operate on any audio cassette player, along with a comfortable set of adjustable headphones..

Workbook

Write for Your Life — Workbook	No. 4700	\$6.95
Write for Your Life — Teacher's Guide	No. 4701	\$1.95

Class set of 10 Books and Teacher's Guide
No. 4702 \$69.50

Computer/Audio Lessons

Diagnostic Tests

Pretests for all 18 lessons	No. 4950	\$39.95
-----------------------------	----------------	---------

Verbs

Kinds of Verbs	No. 4710	\$39.95	No. 4711	disk & 4 tapes	\$79.95
Singular and Plural Verbs	No. 4720	\$39.95	No. 4721	disk & 4 tapes	\$79.95
Verb Tense and Irregular Verbs	No. 4730	\$39.95	No. 4731	disk & 3 tapes	\$69.95
Active and Passive Voice Verbs	No. 4740	\$39.95	No. 4741	disk & 3 tapes	\$69.95
Complete Set	without audio tapes	No. 4750	with audio tapes	No. 4751	\$299.80

Nouns and Pronouns

Singular and Plural Nouns	No. 4760	\$39.95	No. 4761	disk & 5 tapes	\$89.95
Possessive Nouns	No. 4770	\$39.95	No. 4771	disk & 3 tapes	\$69.95
Pronouns	No. 4780	\$39.95	No. 4781	disk & 4 tapes	\$79.95
Complete Set	without audio tapes	No. 4940	with audio tapes	No. 4941	\$239.85

Sentences

Parts of Speech	No. 4790	\$39.95	No. 4791	disk & 5 tapes	\$89.95
Writing Complete Sentences	No. 4800	\$39.95	No. 4801	disk & 3 tapes	\$69.95
Parallel Structure	No. 4810	\$39.95	No. 4811	disk & 3 tapes	\$69.95
Subject-Verb Agreement	No. 4820	\$39.95	No. 4821	disk & 3 tapes	\$69.95
Conjunctions and Clauses	No. 4830	\$39.95	No. 4831	disk & 4 tapes	\$79.95
Complete Set	without audio tapes	No. 4930	with audio tapes	No. 4931	\$379.75

Modifiers

Adjectives and Adverbs	No. 4840	\$39.95	No. 4841	disk & 5 tapes	\$89.95
Prepositional Phrases	No. 4850	\$39.95	No. 4851	disk & 3 tapes	\$69.95
Verbal Phrases	No. 4860	\$39.95	No. 4861	disk & 4 tapes	\$79.95
Complete Set	without audio tapes	No. 4870	with audio tapes	No. 4871	\$239.85

Basic Writing Mechanics

Capitalization	No. 4880	\$39.95	No. 4881	disk & 4 tapes	\$79.95
Punctuation	No. 4890	\$39.95	No. 4891	disk & 3 tapes	\$69.95
Troublesome Words	No. 4900	\$39.95	No. 4901	disk & 2 tapes	\$59.95
Complete Set	without audio tapes	No. 4910	with audio tapes	No. 4911	\$209.85

Complete Write for Your Life Program

The complete program includes 10 copies of Write for Your Life Workbook plus 1 teachers' guide and one copy of each of the 18 software programs.

without audio tapes	(a \$830.50 value)	No. 4920	\$799.99
with audio tapes	(a \$1,480.50 value)	No. 4921	\$1,399.99

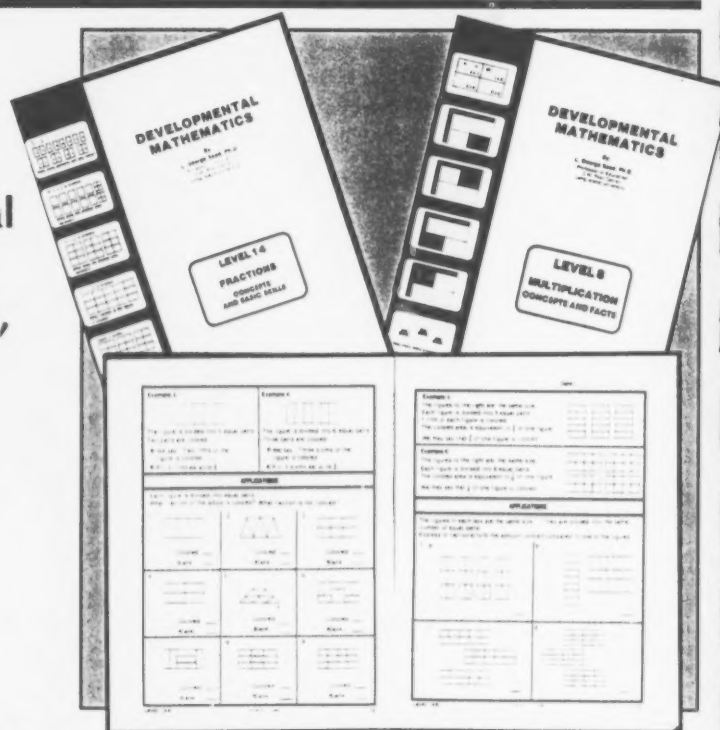
DEVELOPMENTAL MATH -- A Remedial Program

Interest Level: 5-12, Adult
Reading Level: Below 4th grade

A Non-Graded Developmental Math Series Teaching Computation, Math Concepts, and Problem-Solving in a Programmed Format

Perfect for Remedial Students

developed by:
L. G. Saad, Ph.D.



PROGRAM DEVELOPMENT

Developmental Math is the end-product of a 10-year research project carried out by Dr. L. G. Saad, in which numerous schools, teachers, and thousands of students were involved. One of the main objectives of the project was to develop a teaching strategy that ensures the understanding of mathematical concepts and ideas, the quick recall of facts, the accurate performance of skills, and the ability to apply knowledge.

The program fosters learning through constant reinforcement. It is particularly effective with remedial students who may have failed in a traditional textbook. The reading level is easy so that students with language and reading difficulties can still learn math skills.

FOUR-STAGE TEACHING STRATEGY

In Developmental Math, every lesson is presented in four stages with enough examples in each stage to ensure achievement of the goals.

1. The student works with a model so that the mathematical concept, fact, or skill becomes meaningful.
2. The model is removed and the student is guided to carry out the work in the same manner with numbers only.
3. The student practices the skills and production of facts until they are easily recalled or performed.
4. The freshly learned knowledge is applied to meaningful situations. This serves to make the information relevant to the student's life experiences, thereby moving mathematics from the abstract to the real world.

SCOPE AND SEQUENCE

Developmental Math is a number-learning program that starts with counting, and takes the learner systematically through addition, subtraction, multiplication, division, and even into advanced topics such as ratio, percents, and graphs. It presents the number as a concept, how it is read and written, and then it teaches all facts and computational skills in which this number is involved. The program has 16 levels. Each level is composed of several units. The items in each unit are sequenced as day-to-day instructional objectives.

ABOUT THE MATERIALS

The program is completely individualized. Students can move at their own pace without fear of being left behind. Each student set comes complete with a workbook, diagnostic test, and student progress chart. The diagnostic test is designed to help the teacher trace the students' thinking and identify strengths and weaknesses with particular items being taught. The diagnostic test can also be used as a placement tool, allowing students to be placed at their level of competency.

ABOUT THE AUTHOR

Dr. L. G. Saad has been involved in all aspects of mathematics education for over 45 years. He has taught at the secondary school level and has been in charge of the mathematics education programs at Long Island University School of Education and Ain Shams University (Cairo, Egypt). He has written numerous mathematics publications in both English and Arabic with over 200 million copies in circulation.

DEVELOPMENTAL MATH -- A Remedial Program

Recommended Class Sets

Developmental Math can be purchased in whatever groupings best meet your students' needs -- from individual student sets to the complete curriculum.

		Student Set *	Teacher's Edition	CLASS SET 10 Student Sets & Teacher's Edition
		\$6.95	\$7.95	\$74.95
Level 1	Ones: Concepts and Symbols	No. 1010	None	None
Level 2	Ones: Addition Concept and Basic Facts	No. 1020	No. 1021	No. 1026
Level 3	Ones: Subtraction Concept and Basic Facts	No. 1030	No. 1031	No. 1036
	PROGRAM A: 10 copies of each student set Levels 1 to 3 (30 student sets) and 1 copy of each teacher's edition (2 teacher's editions) -- No. 1201			\$219.40
Level 4	Tens: Concepts, Addition and Subtraction Facts	No. 1040	No. 1041	No. 1046
Level 5	Tens and Ones: Simple Additions and Subtractions	No. 1050	No. 1051	No. 1056
Level 6	Tens and Ones: Adding with Grouping	No. 1060	No. 1061	No. 1066
Level 7	Tens and Ones: Subtracting with Exchange	No. 1070	No. 1071	No. 1076
	PROGRAM B: 10 copies of each student set Levels 4 to 7 (40 student sets) and 1 copy of each teacher's edition (4 teacher's editions) -- No. 1202			\$299.80
Level 8	Multiplication: Concepts and Facts	No. 1080	No. 1081	No. 1086
Level 9	Division: Concepts and Facts	No. 1090	No. 1091	No. 1096
	PROGRAM C: 10 copies of each student set Levels 8 and 9 (20 student sets) and 1 copy of each teacher's edition (2 teacher's editions) -- No. 1203			\$149.90
Level 10	Hundreds and 3-Unit Numbers: Concepts, Addition and Subtraction Skills	No. 1100	No. 1101	No. 1106
Level 11	Three-Unit Numbers: Multiplication and Division Skills	No. 1110	No. 1111	No. 1116
Level 12	Thousands and Large Numbers: Concepts and Skills	No. 1120	No. 1121	No. 1126
	PROGRAM D: 10 copies of each student set Levels 10 to 12 (30 student sets) and 1 copy of each teacher's edition (3 teacher's editions) -- No. 1204			\$224.85
Level 13	Decimal and the Metric System	No. 1130	No. 1131	No. 1136
Level 14	Fractions: Concepts and Basic Skills	No. 1140	No. 1141	No. 1146
Level 15	Fractions: Advanced Skills	No. 1150	No. 1151	No. 1156
Level 16	Special Topics: Ratio, Percent, Graphs, etc.	No. 1160	No. 1161	No. 1166
	PROGRAM E: 10 copies of each student set Levels 13 to 16 (40 student sets) and 1 copy of each teacher's edition (4 teacher's editions) -- No. 1205			\$299.80

COMPLETE RESOURCE KIT 1 copy of each student set Levels 1 to 16 (16 student sets) and
1 copy of each teacher's edition (15 teacher's editions) -- No. 1206 \$230.45

COMPLETE DEVELOPMENTAL MATH PROGRAM 10 copies of each student
set Levels 1 to 16 (160 student sets) and 1 copy of each teacher's edition
(15 teacher's editions) -- a \$1,231.25 value -- No. 1207 \$1,193.75

* Each student set includes a student workbook, diagnostic test, and student progress chart

PROJECT GET THAT JOB

New!

Interest Level: 7-12, Adult

Reading Level: 5th grade

Help Your Students Develop Attitudes and Competencies for Success in the World of Work

Each lesson is designed to help students apply the basic concepts and competencies related to:

- self-awareness, self-esteem, and self-direction
- positive attitudes, behaviors, and work habits
- effective and successful communication and interpersonal skills
- effective and successful job search skills (writing resumes, filling out job applications, and succeeding on job interviews)

The self-assessment survey (You and Your Attitudes -- No. 4500) is the pre-test for Project Get That Job. It is designed to assess the student's interests, aptitudes, and career awareness.

A Self-Assessment Survey

Part 4 — What Kinds of Jobs Interest You Now?

If you could invite any of the following people to meet with our class, which would you choose? Place an X next to each job that interests you.

Bank teller	Automotive mechanic	Entertainer
Computer programmer	Commercial artist	Lawyer
Office manager	Fashion designer	Nurse
Government worker	Cosmetologist	Sales person
Professional athlete	Architect	Publisher

Other jobs that interest you: _____



Part 5 — What's Important to You?

When the time comes for you to choose a job, which of the following are most important to you? Place an X next to those which are important to you. Then, rate them in order of preference, with #1 being the most important.

Good salary	Good job benefits	Prestige and respect
Job security	Nice working environment	Employment and personal satisfaction
Power and authority	Friendly co-workers	
Opportunity for travel and adventure		

THE PROGRAM

PROJECT GET THAT JOB is a series of 4 workbooks of activity-based teacher-directed lessons.

The overall goal of **PROJECT GET THAT JOB** is to provide students with the necessary knowledge to apply the personal qualities and work habits which are essential for success in the world of work. The project emphasizes skills, concepts, and attitudes for job survival and success.

A variety of instructional strategies and activities are presented throughout the lessons with special emphasis on role-playing, problem-solving, and small group interactions and discussions.

YOU AND YOUR ATTITUDES

Unit 1	How Well Do You Know Yourself?	
Unit 2	Getting to Know Yourself	
Unit 3	Liking Yourself and Showing It	
Unit 4	It's All in Your Attitude	
4500	You and Your Attitudes	\$4.95
4501	You and Your Attitudes — Teacher's Guide	\$1.95
4506	Class of 10 Books and Teacher's Guide	\$44.95

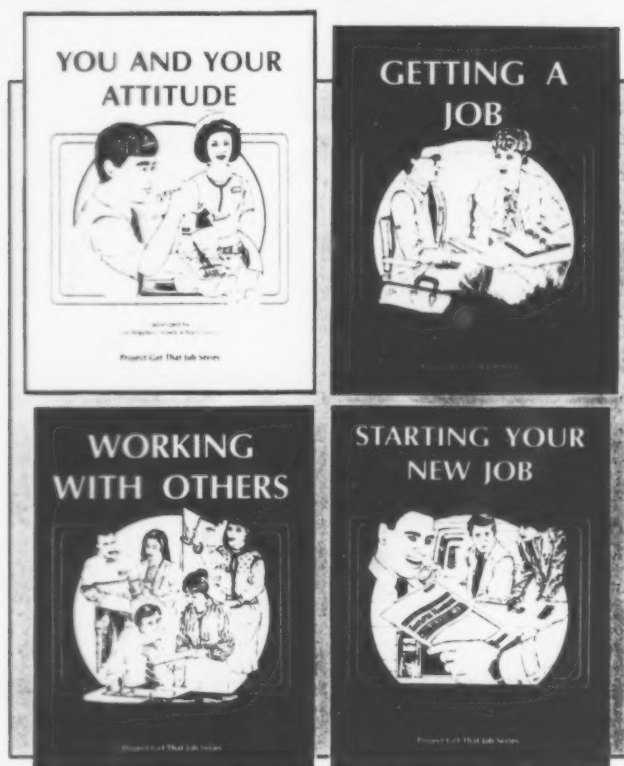
WORKING WITH OTHERS

Unit 1	Actions Speak Louder Than Words	
Unit 2	You're a Good Worker	
Unit 3	Close Encounters	
Unit 4	Personal Networking	
4510	Working With Others	\$4.95
4511	Working With Others — Teacher's Guide	\$1.95
4516	Class of 10 Books and Teacher's Guide	\$44.95

Be sure to see pages 3 and 15 for additional materials for On-the-Job Training and Role-Playing Activities.

PROJECT GET THAT JOB

New!



Interest Level: 7-12, Adult

Reading Level: 5th grade

developed by:
Los Angeles Unified School District under
sponsorship of the Los Angeles Business Labor Council



GETTING A JOB

- Unit 1 The Job Search — Resumes
- Unit 2 The Job Application
- Unit 3 How to Succeed on a Job Interview by Really Trying
- 4520 Getting a Job \$4.95
- 4521 Getting a Job — Teacher's Guide \$1.95
- 4526 Class of 10 Books and Teacher's Guide \$44.95

STARTING YOUR NEW JOB

- Unit 1 Monday Morning — Live
- Unit 2 Job Rights and Responsibilities —
Fringe Benefits
Labor Union Representation
Government Regulations and Laws
Working Conditions
- 4530 Starting Your New Job \$4.95
- 4531 Starting Your New Job — Teacher's Guide \$1.95
- 4536 Class of 10 Books and Teacher's Guide \$44.95

Buy a Complete CLASS KIT and Save!

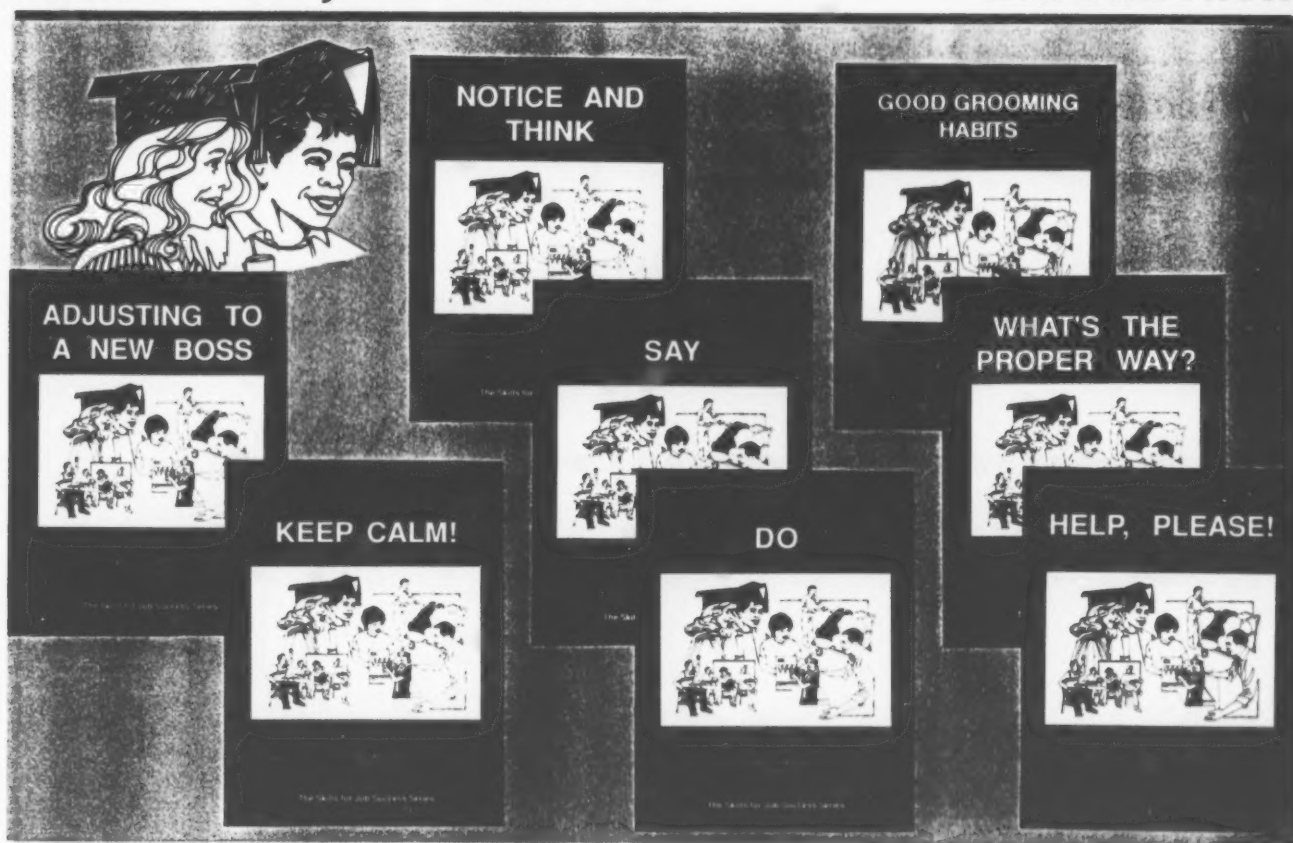
- 10 copies each of all 4 workbooks
(total 40 workbooks)
- 1 copy of each of the 4 teacher's guides
(a \$205.80 value)

#4550 Complete Class Kit \$179.80

All Materials Are 100% Guaranteed!

SKILLS FOR JOB SUCCESS

Introduction



CRITICAL SOCIAL COMPETENCIES

Success on the job is highly dependent on a person's ability to interact appropriately with others, including supervisors, co-workers, and customers. Adolescents, young adults, and individuals re-entering the work force often lack these skills, leading to unsuccessful experiences in the world of work.

The **SKILLS FOR JOB SUCCESS** curriculum addresses this critical need in a fresh and innovative way. The program focuses on **accepting criticism** and **asking for help**. These are two key areas where the presence of effective social skills can lead to job success, and their absence can lead to job failure.

Through this program, students participate in a series of instructional, diagnostic, practice, and motivational activities. These activities first introduce them to essential social skill components. Next, they practice applying these skills in realistic job scenarios, where they experience the likely real-world consequences of their choices and actions. Students then transfer the social skills learned in the simulations to small-group social interactions in role-playing exercises. Finally, transfer to the world of work is achieved by specialized activities and support materials that students can apply in their job settings.

ABOUT THE MATERIALS

Student Books: The **SKILLS FOR JOB SUCCESS** program consists of 27 student workbooks -- 3 introductory lessons, 12 accepting criticism workbooks (3 different levels), and 12 asking for help workbooks (3 different levels). The students can work the program sequentially or the teacher can direct students to specific social competencies. Each book is designed for independent student work. The student workbooks are non-consumable. The Teacher's Guide (which accompanies each lesson) and the Teacher's Resource Manual provide activity worksheets -- which may be reproduced.

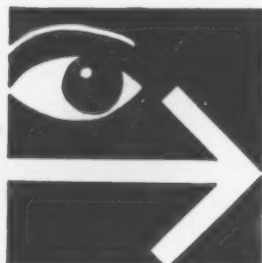
Teacher's Lesson Guide: There is an individual Teacher's Lesson Guide accompanying each of the 27 workbooks. The Teacher's Guide provides lesson objectives, instructions, and additional group and individual activities. Each Teacher's Guide provides a student tip sheet and lesson quiz, reviewing the skills learned in that lesson. These sheets are blackline masters and are reproducible.

Teacher's Resource Manual: The Teacher's Resource Manual comes in a sturdy storage binder. It provides clear directions for the implementation and administration of the program. Additionally, it includes 108 reproducible activity worksheets which enable the teacher to use this program as a supplemental reading activity.

SKILLS FOR JOB SUCCESS

Level 1

Interest Level: 7-12, Adult
Reading Level: Below 4th grade



NOTICE



THINK

developed by:
Barbara L. McCombs, Ph.D.
Linda Brannan, M.A.



SAY



DO

SKILLS FOR JOB SUCCESS uses the NOTICE, THINK, SAY, and DO model for problem-solving. This mnemonic system is used throughout the materials with both words and pictures.

THE PROGRAM

SKILLS FOR JOB SUCCESS is a program consisting of 4 phases of instruction: 1) introduction, 2) situation lessons, 3) role-playing situations, and 4) on-the-job training. It can be implemented as supplemental instruction within an existing course of study, or as a complete program for transitional students.

INTRODUCTION

This phase provides a general overview and orientation to the purposes and goals of the program. By means of the problem-solving approach, students are introduced to the skills they need for success on the job.

**Skills for Job Success
Is Now Available With
Computer Software
See page 17.**

NOTICE AND THINK

Emphasis in this unit is on the a) "notice" skills for paying attention to cues in self and others, and the b) "think" skills necessary for evaluating cues and developing plans.

4000	Notice and Think	\$4.95
4001	Notice and Think -- Teacher's Guide	\$1.95
4006	Class Set of 10 Books and Teacher's Guide...	\$44.95

SAY

Students will learn "say" skills for using appropriate "I" and "you" messages when dealing with co-workers and supervisors.

4010	Say	\$4.95
4011	Say -- Teacher's Guide	\$1.95
4016	Class Set of 10 Books and Teacher's Guide...	\$44.95

DO

Problem-solving skills advance to "do" skills for using appropriate body language and self-reward strategies.

4020	Do	\$4.95
4021	Do -- Teacher's Guide	\$1.95
4026	Class Set of 10 Books and Teacher's Guide...	\$44.95

SKILLS FOR JOB SUCCESS

Level 2

SITUATION LESSONS

These units simulate different situations in which the student must successfully **ask for help** or **accept criticism**. The emphasis of each of these units is on helping students develop and extend appropriate job-related social behaviors. The 24 units in this phase are designed on 3 progressive levels (Levels 2, 3, and 4).

The situations for these units were developed as a result of interviewing employers about the most common employee problems and interviewing employees about what types of things were difficult for them to handle. Each workbook is supplemented with student activity sheets which are included in the Teacher's Lesson Guide and reading comprehension activity sheets included in the Teacher's Resource Manual.

In Late for Work (No. 4060), Sara is late for work again. As she rushes into her supervisor's office, she interrupts Mrs. Feinberg, who is talking on the telephone.

The Situation



Talks Sara is late for work. It's 10:00 and she is 10 minutes late. She didn't leave her house on time, and now she is stuck in traffic. Sara is thinking out loud about what's going to happen to her when she gets to work. She is getting more upset by the minute. Sara thinks, 'Why didn't I get up earlier? My mother should have made me get up. Mrs. Feinberg is going to be mad. It's not fair that I have to be at work so early. Maybe Mrs. Feinberg won't notice that I'm late. Maybe she'll be gone when I get there.'

Sara rushes in the back door of the doughnut shop. She has to pass by Mrs. Feinberg's office on her way into the shop. She is afraid Mrs. Feinberg will see her

coming in late. Just as Sara reaches Mrs. Feinberg's office, she is talking on the telephone, but she looks at Sara and then looks at the clock. Sara becomes even more upset. Without thinking, she barges into Mrs. Feinberg's office and starts talking.

Sara says, 'I'm so sorry I'm late. You wouldn't believe what happened to me. There was this terrible accident on the highway and the traffic was stopped and... Mrs. Feinberg interrupts, 'Sara, can't you see that I'm on the telephone? Get to work and wait till I'm about the shop.' Sara continues to talk, 'But, oh my goodness! Mrs. Feinberg interrupts again, 'Get to work now, Sara!'

Accepting Criticism

WORKING TOO SLOWLY!

Setting: Fast food store -- Sam and his boss

Situation: Sam works too slowly.

- 4030 Working Too Slowly! \$4.95
- 4031 Working Too Slowly! -- Teacher's Guide \$1.95
- 4036 Class Set of 10 Books and Teacher's Guide... \$44.95

CONSIDERATION FOR CO-WORKER RIGHTS

Setting: Fast food store -- Sam and a co-worker

Situation: Sam is inconsiderate of co-worker's rights.

- 4040 Consideration for Co-worker Rights \$4.95
- 4041 Consideration Co-worker -- Teacher's Guide .. \$1.95
- 4046 Class Set of 10 Books and Teacher's Guide... \$44.95

TOO MUCH TALKING

Setting: Doughnut shop -- Sara and a co-worker

Situation: Sara distracts a co-worker with her talking.

- 4050 Too Much Talking \$4.95
- 4051 Too Much Talking -- Teacher's Guide \$1.95
- 4056 Class Set of 10 Books and Teacher's Guide... \$44.95

LATE FOR WORK

Setting: Doughnut shop -- Sara and boss

Situation: Sara is late for work.

- 4060 Late for Work \$4.95
- 4061 Late for Work -- Teacher's Guide \$1.95
- 4066 Class Set of 10 Books and Teacher's Guide... \$44.95

Asking for Help

WILL YOU DO ME A FAVOR?

Setting: Restaurant -- Maria and co-worker

Situation: Maria needs to ask a co-worker to do something.

- 4070 Will You Do Me a Favor? \$4.95
- 4071 Will You Do Me a Favor? -- Teacher's Guide .. \$1.95
- 4076 Class Set of 10 Books and Teacher's Guide... \$44.95

WHAT'S THE PROPER WAY?

Setting: Restaurant -- Maria and her boss

Situation: Maria doesn't know how to set tables properly.

- 4080 What's the Proper Way? \$4.95
- 4081 What's the Proper Way? -- Teacher's Guide \$1.95
- 4086 Class Set of 10 Books and Teacher's Guide... \$44.95

WHAT'S NEXT?

Setting: Landscape crew -- Jack and boss

Situation: Jack doesn't know what to do next.

- 4090 What's Next? \$4.95
- 4091 What's Next? -- Teacher's Guide \$1.95
- 4096 Class Set of 10 Books and Teacher's Guide... \$44.95

HOW SHOULD I DO IT?

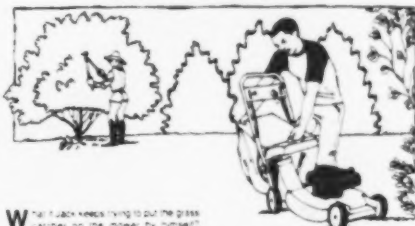
Setting: Landscape crew -- Jack and co-worker

Situation: Jack doesn't know how to lay sod.

- 4100 How Should I Do It? \$4.95
- 4101 How Should I Do It? -- Teacher's Guide \$1.95
- 4106 Class Set of 10 Books and Teacher's Guide... \$44.95

Jack Tries
By Himself

Jack Tries to Put the Grass Catcher
Back On the Mower Himself.



When Jack keeps trying to put the grass catcher on the mower by himself. Surely, sooner or later he will figure it out. Jack continues to fumble around with the grass catcher. He's getting more upset by the minute. Mr. Swenson sees him and comes over to him.

Mr. Swenson is annoyed that Jack isn't moving. There is much work to be done. He needs to hurry up and finish the mowing. She asks him, "What's the problem? Why aren't you moving?" Jack replies, "I can't get that stupid grass catcher back on the mower. Can you do it for me?"

Mr. Swenson answers, "You should have noticed how it was attached before you

took it off in the first place! Come on! I'm not going to do it for you, but I'll show you how to do it so you can do it by yourself the next time.

Mr. Swenson isn't pleased with the way Jack handled this situation. She thinks he isn't very good at working out problems. She also thinks he isn't very good at asking for help when he needs it. This could get to be a real problem for her.

Well, it looks like that wasn't the best way to handle that situation. Now the supervisor is angry and thinks Jack isn't very good at working out problems.

12

Interest Level: 7-12, Adult
Reading Level: Below 4th grade

Instill Values and Attitudes Needed for Job Success

Jack works on a landscaping crew. He can't remember how to attach the catcher to the lawnmower. Jack needs to ask for help. How Does It Work? (No. 4160)

Accepting Criticism

KEEP CALM!

Setting: Doughnut shop -- Sara and boss

Situation: Sara is sloppy; splashes grease on boss.

4110 Keep Calm!\$4.95

4111 Keep Calm! -- Teacher's Guide\$1.95

4116 Class Set of 10 Books and Teacher's Guide...\$44.95

ADJUSTING TO A NEW BOSS

Setting: Office building -- Billy and boss

Situation: Billy is inflexible to new boss and new rules.

4120 Adjusting to a New Boss\$4.95

4121 Adjusting to a New Boss -- Teacher's Guide ...\$1.95

4126 Class Set of 10 Books and Teacher's Guide...\$44.95

RESPECT FOR PROPERTY

Setting: Fast food store -- Sam and co-worker

Situation: Sam is disrespectful of boss's property.

4130 Respect for Property\$4.95

4131 Respect for Property -- Teacher's Guide\$1.95

4136 Class Set of 10 Books and Teacher's Guide...\$44.95

MAKING THE BEST USE OF TIME

Setting: Department store -- Sue and co-worker

Situation: Sue wastes time.

4140 Making the Best Use of Time\$4.95

4141 Making Best Use of Time -- Teacher's Guide ..\$1.95

4146 Class Set of 10 Books and Teacher's Guide...\$44.95

Asking for Help

WHAT SHOULD I DO?

Setting: Restaurant -- Maria and co-worker

Situation: Maria can't find the right equipment for serving.

4150 What Should I Do?\$4.95

4151 What Should I Do? -- Teacher's Guide\$1.95

4156 Class Set of 10 Books and Teacher's Guide...\$44.95

HOW DOES IT WORK?

Setting: Landscape -- Jack and boss

Situation: Jack doesn't know how to operate mower.

4160 How Does It Work?\$4.95

4161 How Does It Work? -- Teacher's Guide\$1.95

4166 Class Set of 10 Books and Teacher's Guide...\$44.95

WHO CAN HELP?

Setting: Department store -- Amy and boss

Situation: Amy needs help with a customer's question.

4170 Who Can Help?\$4.95

4171 Who Can Help? -- Teacher's Guide\$1.95

4176 Class Set of 10 Books and Teacher's Guide...\$44.95

HELP, PLEASE!

Setting: Auto shop -- Jose and co-worker

Situation: Jose needs help to perform a repair.

4180 Help, Please!\$4.95

4181 Help, Please! -- Teacher's Guide\$1.95

4186 Class Set of 10 Books and Teacher's Guide...\$44.95

SKILLS FOR JOB SUCCESS

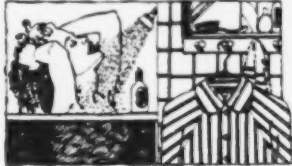
Level 4

Interest Level: 7-12, Adult
Reading Level: Below 4th grade

Help Students Develop Problem-Solving and Critical-Thinking Skills

In Good Grooming Habits (No. 4210), Emily tells Sara, her co-worker, that she doesn't look or smell very clean. Sara must learn to accept this criticism properly and take the appropriate action.

Review Do Skills

Things Sue did:

- She spoke in a quiet, serious tone of voice.
- She waited until her lunch hour to go home, take a shower, and put on clean clothes.

How it helped:

What Sue did helped her handle this situation well. First of all, she used a quiet, serious tone of voice when she talked to Emily. Then she waited until her lunch hour to go home, take a shower, and put on clean clothes. Remember, it was almost time for lunch when Emily first spoke to her. She could have gone home immediately and taken a shower, but this might have caused further problems with her co-worker and supervisor.

Conclusion

You've now completed this lesson. How do you feel about the choices you made for Sue? If you feel like you did a good job of choosing things for her to notice, think, say, and do, reward yourself. If you don't feel good about your work today, it can help to talk to your teacher. If you have any questions, be sure to write them down and discuss them with your teacher.

28

Accepting Criticism

LEAVING EARLY

Setting: Fast food store -- Worker and boss
Situation: Worker leaves early.

- 4190 Leaving Early\$4.95
4191 Leaving Early -- Teacher's Guide\$1.95
4196 Class Set of 10 Books and Teacher's Guide...\$44.95

TAKING BREAKS

Setting: Doughnut shop -- Worker and co-worker
Situation: Worker takes long breaks.

- 4200 Taking Breaks\$4.95
4201 Taking Breaks -- Teacher's Guide\$1.95
4206 Class Set of 10 Books and Teacher's Guide...\$44.95

GOOD GROOMING HABITS

Setting: Department store -- Worker and co-worker
Situation: Worker exhibits poor grooming habits.

- 4210 Good Grooming Habits\$4.95
4211 Good Grooming Habits -- Teacher's Guide\$1.95
4216 Class Set of 10 Books and Teacher's Guide...\$44.95

NEATNESS COUNTS

Setting: Office building -- Worker and boss
Situation: Worker has sloppy work area.

- 4220 Neatness Counts\$4.95
4221 Neatness Counts -- Teacher's Guide\$1.95
4226 Class Set of 10 Books and Teacher's Guide...\$44.95

Asking for Help

DONE ON TIME

Setting: Restaurant -- Worker and co-worker
Situation: Worker can't finish on time.

- 4230 Done on Time\$4.95
4231 Done on Time -- Teacher's Guide\$1.95
4236 Class Set of 10 Books and Teacher's Guide...\$44.95

WHICH TOOLS TO USE?

Setting: Landscape crew -- Worker and boss
Situation: Worker doesn't have correct tools for job.

- 4240 Which Tools to Use?\$4.95
4241 Which Tools to Use? -- Teacher's Guide\$1.95
4246 Class Set of 10 Books and Teacher's Guide...\$44.95

WHICH WAY IS RIGHT?

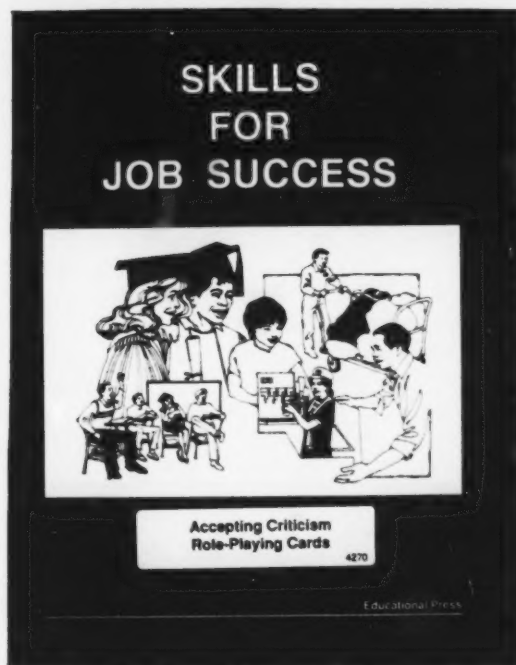
Setting: Auto shop -- Worker and boss
Situation: Worker has conflicting sets of instructions.

- 4250 Which Way Is Right?\$4.95
4251 Which Way Is Right? -- Teacher's Guide\$1.95
4256 Class Set of 10 Books and Teacher's Guide...\$44.95

MAY I TRY IT?

Setting: Department store -- Worker and boss
Situation: Worker needs OK to try something a new way.

- 4260 May I Try It?\$4.95
4261 May I Try It? -- Teacher's Guide\$1.95
4266 Class Set of 10 Books and Teacher's Guide...\$44.95



Role-Playing as an Assessment Tool

The Accepting Criticism Role-Playing Cards (No. 4270) and Asking for Help Role-Playing Cards (4280) can be used in two different ways. They can help the students practice the **NOTICE, THINK, SAY, and DO** skills they've learned in realistic job situations. In addition, teachers can use the role-playing situations as an assessment tool.

Each role-playing situation includes a skills checklist for the teacher to use. The teacher can identify the student's strengths and weaknesses by scoring their role-playing responses. A prescriptive matrix is also provided which correlates the master skills with the workbook lessons and recommends workbook lessons that can be used to remediate specific skill weaknesses.

ROLE-PLAYING SITUATIONS

This component uses role-playing techniques to practice job-related skills in realistic situations. Students gain perspective by playing the roles of supervisor, co-worker, and customer. Here students get a taste of the real world consequences resulting from their choices and actions.

Each of the units include:

- 14 role-playing cards for person #1
- 14 role-playing cards for person #2
- 14 teacher evaluation checklists
- 2 page teacher's guide

4270 Accepting Criticism Role-Playing Cards \$39.95

4280 Asking for Help Role-Playing Cards \$39.95

ON-THE-JOB-TRAINING

The final phase of **THE SKILLS FOR JOB SUCCESS** program emphasizes the application of job-related social skills in the actual work environment. The materials include a teacher's manual and 10 copies each of the following 6 worksheets (total 60 worksheets): (a) "It Happened to Me" -- Accepting Criticism Worksheet, (b) "It Happened to Me" -- Asking For Help Worksheet, (c) Diary Worksheet, (d) Personal Networking Worksheet, (e) Group Problem-Solving Tip Sheet, and (f) Employer Evaluation Worksheet.

4290 On-the-Job Training \$49.95

TEACHER'S RESOURCE MANUAL

The Teacher's Resource Manual comes in a sturdy storage binder. It provides clear directions for the implementation and administration of the program. Additionally, it includes 108 reading comprehension based activity worksheets (4 worksheets for each of the 27 workbook lessons) which enable the teacher to use this program as a supplemental reading activity. The activity sheets are blackline masters and are reproducible.

4300 Teacher's Resource Manual \$19.95

Our Double Guarantee

Satisfaction Guaranteed on every order. If, for any reason, you are not satisfied with your purchase, just return it for exchange, refund, or credit. Your request will be honored promptly and courteously.

Service Guaranteed on every order. Your complete order will be shipped within 3 to 5 days after receipt.

SKILLS FOR JOB SUCCESS

TWO WAYS TO SAVE...

Buy a Complete CLASS KIT

- 10 copies each of all 27 workbooks
(total 270 workbooks)
 - 1 copy each of all 27 teacher's guides
 - 1 Accepting Criticism Role-Playing Cards
 - 1 Asking for Help Role-Playing Cards
 - 1 On-the-Job Training Kit
 - 1 Teacher's Resource Manual
(a \$1,363.45 value)
- #4301 Complete Class Kit \$1,199.99

All Materials Are 100% Guaranteed!

Buy a Complete RESOURCE KIT

- 1 copy each of all 27 workbooks
 - 1 copy each of all 27 teacher's guides
 - 1 Accepting Criticism Role-Playing Cards
 - 1 Asking for Help Role-Playing Cards
 - 1 On-the-Job Training Kit
 - 1 Teacher's Resource Manual
(a \$336.10 value)
- #4302 Complete Resource Kit \$324.99

All Orders Shipped Within 3 Days!

ABOUT THE AUTHORS

Barbara L. McCombs is a national leader in the field of educational psychology. She has designed special programs for helping students develop personal responsibility and self-directed learning skills, social skills, and positive communication skills. Her programs have been used in military training, vocational training, and secondary school education. Her accomplishments include the conceptualization of the social competence model underlying **The Skills for Job Success Program**. Dr. McCombs received her Ph.D. in Educational Psychology, M.S. in Educational Research, and B.S. in Psychology -- all from Florida State University.

Linda Brannan has extensive experience in the field of curriculum design and development. She has developed programs in the area of adult literacy, professional management training, teacher role training, and social skills training. Her programs have been used in middle and secondary schools, industry, and community colleges. Ms. Brannan received her M.A. in Information Management from the University of Denver and her B.A. in Art Education from Iowa State University.

HERE'S WHAT EDUCATORS ARE SAYING ABOUT US...

"I was favorably impressed by your materials. Good materials for adult learners with poor reading skills are hard to find. I especially like the **Notice, Think, Say and Do** problem-solving model. The built-in remediation is also a nice feature."

*Job Skills Instructor
Spartanburg, South Carolina*

"The text is clear, concise, and has good examples for student learning."

*Special Education Department Chair
Waupun, Wisconsin*

"This is a marvelous new program. We will be using it at the junior high level with our pre-vocational training classes."

*Special Education Teacher
Pomona, California*

"Thank you for sending the sample evaluation copy to us. All of our special education teachers saw it and are very excited! We turned in an order today for the entire set. Our students desperately need these materials."

*Special Education Department Chair
Houston, Texas*

SKILLS FOR JOB SUCCESS

Software

See order form
for special
introductory
offer!



Interest Level: 7-12, Adult
Reading Level: Below 4th grade

Our Popular Skills for Job Success Program Is Now Available With Computer Software

Each Software Package Includes:

- Computer disk for use on any Apple II computer
- Student workbook
- Teacher's guide to accompany workbook
- Software user's guide
- Sturdy storage box

The software programs operate on all Apple II computers -- including the Apple II, II+, IIc, IIe, and IIGS with at least 64K of memory and one 5 1/4" disk drive.

Level 1

NOTICE AND THINK

4005 Software (2 disks) \$49.95

SAY

4015 Software (2 disks) \$49.95

DO

4025 Software \$39.95

Level 2

Accepting Criticism

WORKING TOO SLOWLY!

4035 Software \$39.95

CONSIDERATION FOR CO-WORKER RIGHTS

4045 Software \$39.95

TOO MUCH TALKING

4055 Software \$39.95

LATE FOR WORK

4065 Software \$39.95

Guarantee

All Disks Are 100% Guaranteed!
If any disk is damaged in normal classroom use, just return it, and we will replace it **FREE** of charge.
Call our computer **Hot Line** for more information or assistance with any technical questions -- 1-301-561-5912

Level 2

Asking for Help

WILL YOU DO ME A FAVOR?

4075 Software \$39.95

WHAT'S THE PROPER WAY?

4085 Software \$39.95

WHAT'S NEXT?

4095 Software \$39.95

HOW SHOULD I DO IT?

4105 Software \$39.95

SKILLS FOR JOB SUCCESS

Software

Interest Level: 7-12, Adult
Reading Level: Below 4th grade

New!

The Program

The **Skills for Job Success** Computer Software is a companion to the **Skills for Job Success** Program (see pages 10 to 16). This program helps students develop the necessary social skills for success on the job, using the **Notice, Think, Say, and Do** problem-solving model.

- The computer leads the students step-by-step and prompts them to answer each question.
- The companion workbook and teacher's guide are included with each diskette and offer the opportunity for additional practice.
- Immediate feedback to students' answers provides strong reinforcement. Branching provides necessary remediation.
- A non-threatening approach. Well-paced instructions and exercises appear in small groups of sentences.

Buy a Complete SOFTWARE LAB and SAVE!

- 1 copy each of all 27 Software Packages
- 1 Accepting Criticism Role-Playing Cards
- 1 Asking for Help Role-Playing Cards
- 1 On-the-Job Training Kit
- 1 Teacher's Resource Manual
(a \$1,231.50 value)

#4305 Complete Software Lab \$1,099.99

All Materials Are 100% Guaranteed!

The software programs operate on all Apple II computers -- including the Apple II, II+, IIc, IIe, and IIGS with at least 64K of memory and one 5 1/4" disk drive.

Accepting Criticism

Asking for Help

Level 3

KEEP CALM!

4115 Software \$39.95

ADJUSTING TO A NEW BOSS

4125 Software \$39.95

RESPECT FOR PROPERTY

4135 Software \$39.95

MAKING THE BEST USE OF TIME

4145 Software \$39.95

WHAT SHOULD I DO?

4155 Software \$39.95

HOW DOES IT WORK?

4165 Software \$39.95

WHO CAN HELP?

4175 Software \$39.95

HELP, PLEASE!

4185 Software \$39.95

Level 4

LEAVING EARLY

4195 Software \$39.95

TAKING BREAKS

4205 Software \$39.95

GOOD GROOMING HABITS

4215 Software \$39.95

NEATNESS COUNTS

4225 Software \$39.95

DONE ON TIME

4235 Software \$39.95

WHICH TOOLS TO USE?

4245 Software \$39.95

WHICH WAY IS RIGHT?

4255 Software \$39.95

MAY I TRY IT?

4265 Software \$39.95

IN-STEP

Organize Your Lifeskills Transition Program With Our Easy to Use Handbook and Software Plan Writer

IN-STEP (Individualized Skills for Transition Education Program) is a lifeskills transition handbook and computerized plan writer for use with moderate to severely handicapped individuals. It is designed to help mainstream individuals into training, jobs, sheltered employment, and community living. **IN-STEP** provides the administrator and instructor with:

- a computerized bank of over 1,000 short term lifeskills transition objectives
- a step-by-step guide to implementing an effective transition curriculum
- a selection of reproducible forms to help communicate goals and objectives to parents, schools, employers, and agencies

IN-STEP includes 1 handbook, 1 set of reproducible forms, 1 disk (either Apple or IBM compatible— 3.5" disk only), and a site license.

PM7004 **IN-STEP** — Complete Program \$495.00
PM7005 **IN-STEP** — Manual and Reproducible
Forms Only \$150.00

IN-STEP A Transition Handbook for Educators

by:
Dawn Le Lou-Matte
Deb Wehrman

Handbook

Objective **Data Bank**

1. Lifeskills
2. Living Environment
3. Voc Ed. Training
4. Employment

Plan Writer

Parent Transition **Survey**

1. Personal Data
2. Education
3. Living Environment
4. Adult Service Agency
5. Project Employment

Reproducible Forms

VOCATIONAL INVENTORY VIDEO

An Ideal Tool for Encouraging Students to Participate in Vocational Training

Vocational Inventory Video provides three functions critical to vocational training:

- It shows students what vocational training is all about (**vocational awareness**).
- It helps determine a student's **vocational interests**.
- It promotes the concept of **sex equity** by depicting students in non-traditional roles.

The video shows students different training and job requirements for 15 of the most common vocational training programs available in most vocational schools. Males and females are shown in non-traditional vocational settings to encourage students to participate in vocations of their choice regardless of gender. After watching the 30-minute video, students respond to an inventory response sheet which documents their interests.

The program also includes **Exploring Careers** — a 500 page book, instructor's guide, and workbook which provide students with types of jobs and their required personal characteristics, training, and education.



Vocational Inventory Video includes 1 30-minute live action and special effects still frame video, 1 user's guide, 200 response sheets with reproduction rights, and **Exploring Careers** book, guide, and workbook.

PM7006 **Vocational Inventory Video** \$295.00

CAREER/ROLE MODEL VIDEOS

NEW!

AFRICAN-AMERICAN ROLE MODELS

Featuring 16 African-American role models in careers for the 21st century. This video series fulfills the criteria for the Carl Perkins Act, at-risk students, and non-traditional sex equity.

An instructor's guide is also included. Closed captioned.

Position	Sex	Training
1. Fire Fighter	Male	Vocational
Steel Worker	Male	Vocational
Assembly Advisor	Female	Vocational
2. Structural Engineer	Female	4 Year College
Chemical Engineer	Male	4 Year College
Manufacturing Engineer	Male	4 Year College
3. Nurse	Female	4 Year College
Medical Doctor	Male	4 Year College
4. Video Producer	Female	Vocational
Salesman/Owner	Male	Vocational
General Manager	Male	4 Year College
5. Drug Counselor	Male	Vocational
Plumber	Male	Vocational
6. Electrical Engineer	Female	4 Year College
Product Engineer	Male	Vocational
Design Engineer	Male	4 Year College

PM7009 African American Role Models Series ..\$995.00

Individual titles are available at \$175.00 each.

CAREERS FOR THE 21ST CENTURY

This is a wonderful new video series for sex equity and non-traditional jobs. It promotes cultural diversity in the workplace. This series includes 24 different careers on 12 VHS tapes. It is closed-captioned for the reading impaired. An instructor's guide is also included.

- | | |
|-----------------------------|--------------------------|
| 1. Fire Fighter | 7. Pediatric Radiologist |
| Veterinarian | Steel Worker |
| 2. Video Producer | 8. Carpenter |
| Fighter Pilot | TV News Cameraperson |
| 3. Automobile Designer | 9. Robotics Development |
| Mechanic | Political Cartoonist |
| 4. Paramedic | 10. Educator |
| Restaurateur/Food Service | Nurse |
| 5. Entrepreneur/Coin Dealer | 11. FBI Agent |
| Structural Engineer | Chemical Engineer |
| 6. Optometrist | 12. Executive Secretary |
| Interior Designer | Inventor/Entrepreneur |

PM7010 Careers for the 21st Century Series\$720.00

Individual titles are available at \$60.00 each.

LEARNING STYLES INVENTORY

Highly recommended for Your Alternative and At-Risk Programs

The Learning Styles Inventory is based on the C.I.T.E. Learning Styles Instrument developed at the Center for Innovative Teaching Experiences — Wichita Public Schools. Nine topics are included in the inventory:

auditory language	visual language	auditory numerical
visual numerical	group learner	social learner
oral expressive	written expressive	auditory-visual
		kinesthetic

The Inventory can be administered individually, on the computer, or in groups by paper/pencil, depending on the package you select. The results can be scored by hand, computer, or scanner. The computer program enables you to process groups of students' paper/pencil responses in less than two minutes per student. The report includes scores, graphic profiles, and specific teaching techniques.

The Learning Styles Software Pack includes 5 disks, 1 guide, 1 reproducible response sheet, and a site license.

The Learning Style Video includes a 10-minute live action special effects video, 1 disk, and 100 response sheets.

Available in Software
and Video Versions



Hardware Requirements: The Learning Styles Inventory requires an Apple or IBM compatible computer with either a 5.25" or 3.5" disk drive and a printer. Please specify type computer and disk size when ordering.

PM7007 Learning Styles Software\$195.00

PM7008 Learning Styles Video\$249.95

FAILURE FREE READING

A Multi-Sensory, Interactive Reading System for Non-Reading Adults



Hardware Requirements: Any Apple II (with a 5 1/4" disk drive) or IBM compatible computer (with either a 5 1/4" or 3 1/2" disk drive) and an echo speech synthesizer. Please specify disk size and computer model when ordering.

Failure Free Reading is a comprehensive reading program designed for use with at-risk students, non-reading adults, ESL students, and special education students. The computer based instruction is highly motivating and can be used in small or large groups. **Failure Free Reading** uses a highly structured whole language based remedial methodology to promote immediate success.

Failure Free Reading teaches cognitive skills, reading for meaning, use of context clues, language development, and listening comprehension.

The program contains over 55 lessons, teaching 5 stories and a vocabulary of over 200 survival words, such as: electricity, restaurant, hot dogs, newspaper, want ads, etc.

Failure Free Reading includes: computer disk, teacher's manual, 5 instructional readers, 1 master set of flash cards, 1 master set of student worksheets, 5 sets of 5 (25) illustrated independent reading booklets. Booklets are: *Getting an Apartment*, *Rooms in the Apartment*, *The Breakfast Story*, *Time for Lunch*, *Dinner with a Friend*.

JF7003 Failure Free Reading\$299.95

CAREER ASSESSMENT BATTERY

A Career Interest, Abilities, and Needs Assessment Program



Transport your students down the highway to job success with the Career Assessment Battery (CAB). This new group-administered assessment addresses 12 major work trait clusters utilizing a video presentation. Students hear and see 75 occupational situations relating to interest, abilities, and needs while making choices. The choices include:

Work Areas	Work Situations	Physical Skills
Work Activities	Date-People-Things	Indoor-Outdoor
School Subjects	Math and Language	Work Environment
Aptitudes	Work Load	Education Level

CAB enables special needs students, non-readers and students with a variety of learning styles to benefit in ways not provided by paper-pencil and computer assessments. A group of students may be assessed within 45 minutes. The results are scored, saved, and printed on your personal computer.

CAB is an ideal tool to use in conjunction with state career information systems and other computer job search systems.



Hardware requirements: Any Apple II or IBM compatible computer with two disk drives (either 3 1/2" or 5 1/4") and a printer. Specify type computer and disk size when ordering.

CAB includes 1 guide, 1 video, 2 disks, 30 test booklets, and 250 worksheets

PM7002 Career Assessment Battery\$595.00

WORLD OF WORK VIDEOS

WORKING FOR A LIVING

This popular program explains why people work and why it is both necessary and beneficial. It belongs in every vocational program.

Each of the four segments shows how work is essential to independent living. It provides the money for food, shelter, and other necessities. Work also means new interests and new friends, plus the feeling of achievement.

The four parts of this video are: a) **Why Work?** b) **Meeting Your Needs**, c) **Feeling Useful**, and d) **Working for a Better Life**. Teacher's guide and student worksheet are also included.

HL7020 **Working for a Living**\$95.00

HEALTH SERVICE OCCUPATIONS

Modern health care facilities offer job opportunities on many levels. This unit gives an excellent overview of support staff positions — custodians, lab/technician assistants — and details the work of the nurse's aide. The right interpersonal skills as well as the routine of responsibilities are stressed throughout. A teacher's guide and student worksheet are also included.

HL7023 **Health Service Occupations**\$79.00



SUCCESS AT WORK

This program shows how step by step progress is achieved in a modern working environment. **Success** is defined in terms of moving up in a position through good work habits and a positive attitude. Too often conditioned to failure, students respond to the expectations for success at realistic levels presented in each segment.

Success at Work offers information and methods for a better transition from school to work for many difficult to reach learners. The video segments include: a) **Where Do I Go From Here?** b) **Moving Up the Ladder**, c) **Learn More — Earn More**, d) **Experience + Training = Success**. A teacher's guide and a student worksheet are also included

HL7021 **Success at Work**\$95.00

RETAIL TRADE OCCUPATIONS

Every student should explore the varied and interesting opportunities in this growing job market. This two part program offers an overview of the personal qualities required for the varied jobs in this area — from sales clerk to customer service. A common entry level job of stock clerk is detailed to help the students understand the cleaning, stocking, and inventory tasks required in that position.

HL7024 **Retail Trade Occupations**\$79.00

HOME HEALTH CARE AIDE

What's it like to provide home health care? This video presentation will help your students decide if they have the patience and personality to help clients, in their own home, regain vital self help skills lost after illness or injury.

The aide is shown to be part of an important and growing health care team. A teacher's guide and activity sheet are included.

HL7026 **Home Health Care Aide**\$79.00

WORKING IN DAYCARE

This best seller presents a clear overview of the activities and attitudes required of a daycare aide.

Kim shows how she helps daycare children enjoy their day, maintain good hygiene, and learn rules for behavior and safety.

We also see her attend to her responsibilities as an employee: keeping track of her hours, listening to directions from head teachers, cleaning up, and being a cooperative worker.

A teacher's guide and student activity sheet are included.

HL7025 **Working in Day Care**\$79.00

SOCIAL SKILLS AT WORK

This live action video is the perfect way to develop an awareness of what social skills are, and why they are important. Told with good sense and humor, this popular new video will inform and prompt discussion about working cooperatively, listening to criticism, and knowing when to speak up or be quite.

Actual work experience job sites provide the background for this 15-minute vignette. A teacher's guide and student worksheet are also included.

HL7022 **Social Skills at Work**\$95.00

WORKING WITH COMPUTERS

Almost any job today involves some contact with computers. This program shows over 12 job classifications possible for many special students. Students are taught why and where computers are used. Peer models are then shown exploring jobs in this area.

HL7027 **Working with Computers**\$79.00

Educational Press

Department 9150 Phone (301) 561-5912
P. O. Box 32382 Fax (301) 561-8795
Baltimore, Maryland 21208-8382

EXPRESS Order Form

Name _____ Title _____
 School _____
 Address _____
 City _____ State _____ Zip _____
 Phone () _____ P. O. Number _____

Our "Get Acquainted" Offers

What better way to examine our materials than to use them with your students! Take advantage of any one (or all three) of our "Get Acquainted Offers" and see the results for yourself. Complete this order form and send it along with your payment or school purchase order.

Offer #1

FREE Workbook
(pages 6 to 16)

**Receive a FREE copy of any
workbook title listed on
pages 6 to 16.**

Offer #2

**Skills for Job Success
Software
(pages 17 and 18)**

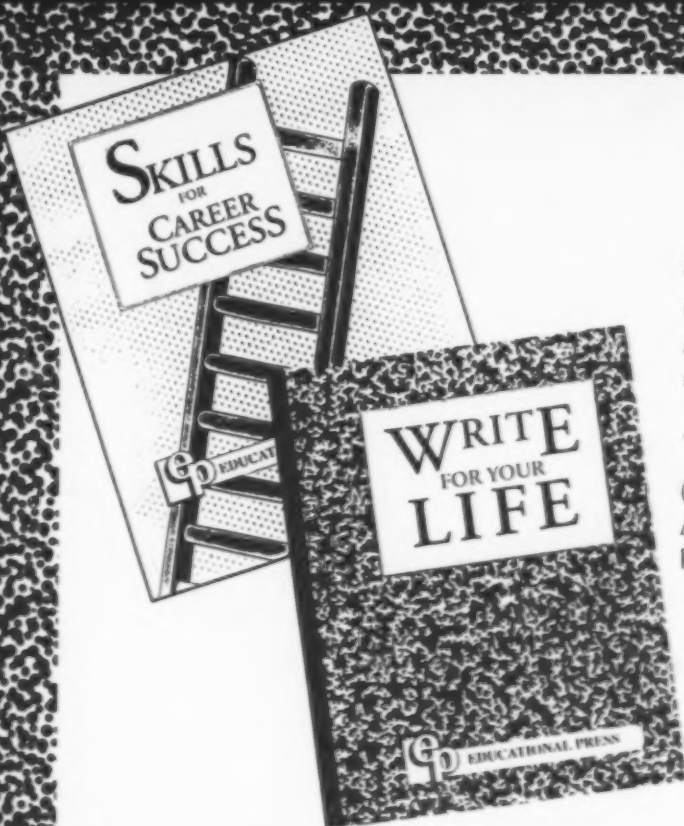
Purchase any one software title at the introductory price of \$15.

Offer #3

**Write for Your Life
Software
(pages 4 and 5)**

Purchase any one software title at the introductory price of \$15 without audio tapes or \$30 with audio tapes.

Qty.	Order No.	Item Description	Unit Price	Total
1		Offer #1		FREE
1		Offer #2 Computer Model		\$15.00
1		Offer #3 Computer Model		
Subtotal				
10% Shipping and Handling				
Total				



SKILLS FOR CAREER SUCCESS

Look What's New for '92!

Skills for Career Success

(see page 3 for more details)

A role-playing program that develops critical job social skills

Write for Your Life

(see pages 4 and 5 for more details)

A computer software, audio cassette, and workbook-based English grammar and writing curriculum



Educational Press

Department 9150

P. O. Box 32382

Baltimore, Maryland 21208-8382

Address Correction Requested

BULK RATE
U.S. POSTAGE
PAID
BALTIMORE, MD.
PERMIT NO. 2695

**FREE
WORKBOOK!**

**SPECIAL
SOFTWARE
OFFER!**

See order form for details.

Don't Delay! Act Today!

108

Printed in Hong Kong